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ABSTRACT

Described in the supplemental manual are representative materials developed in New Jersey for use by educational planners when setting up resource room programs to mainstream handicapped children. Suggested materials are grouped within eight color-coded sections that cover the following topics: public relations and communications; staff and facilities; assessment and reporting; schedules, prescriptions, and instruction; curriculum and materials; program evaluation; case studies about mainstreaming educable mentally retarded children; and controversial issues in mainstreaming. (LH)

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RESOURCE ROOM APPROACH

TO

MAINSTREAMING

Supplemental Manual of Representative Materials

Compiled by

Arthur D. Rainear

Published by the

Educational Improvement Center
South Jersey Region
Pitman, N.J.

EC 073 417

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INTRODUCTION

The purpose of this manual is to provide the educational planner with examples of materials developed by other districts pursuant to mainstreaming special education children. The manual is subdivided into specific areas of interest and is color coded for easy reference (refer to the Table of Contents). While it is probably not feasible to completely adopt materials developed in other districts, it is hoped this manual will prove beneficial in developing similar materials.

This Manual was compiled by:

Arthur Rainear
Supervisor of Special Education
Educational Improvement Center
Pitman, New Jersey

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I. PUBLIC RELATIONS AND COMMUNICATIONS

TERMINOLOGY OF MAINSTREAMING

(Taken from Mainstreaming: Educable Mentally
Retarded Children in Regular Classes by
Jack W. Birch)

Descriptive Definition:

1) Mainstreaming refers to assigning handicapped pupils to regular classes and providing special education for them.

2) In mainstreaming, regular classroom teachers broaden and adapt instructional procedures and content so all children are incorporated into regular programs at levels manageable for each child and teacher.

3) Mainstreaming may be done at any level, preschool through secondary school.

4) In mainstreaming, the handicapped pupil reports to the regular classroom teacher.

5) In conventionally organized schools or in open space schools the handicapped pupils being mainstreamed spend half or more of the day in regular classes.

6) In conventionally organized schools the special education teacher has a headquarters room to which pupils can come for periods of time from the mainstream rooms to which they are assigned.

7) In open space schools the special education teacher may be a member of the team serving in the open space setting or may have a separate room as headquarters.

8) Mainstreamed handicapped pupils leave the main group only for essential small group or individual instruction, educational assessment, and to pick up or deliver assignments prepared by the special education teacher.

9) The regular class teachers and the special education teachers agree upon individual schedules and assignments as needed for children being mainstreamed.

10) Regular class teachers are responsible for grades and report cards for the mainstreamed handicapped pupils, but they may consult with special education teachers on the grading.

11) Special education teachers help regular class teachers also by providing educational assessments and instructional consultation for regular class pupils who may not be eligible for special education in the usual sense.

12) Mainstreaming implies the following operating principle: Handicapped pupils usually begin their education in regular kindergarten or first grade groups with special education support, and they are removed to special classes or special schools only when the necessity to do so is shown and only for the periods required to prepare the pupils for return to regular classes.

13) Criteria for selecting handicapped pupils for mainstreaming are in terms of matching pupils' educational needs and the capability of the mainstream program to meet those needs, rather than in terms of the severity of the pupil's physical, mental, emotional, or other handicap.

14) Mainstreaming has a place in the spectrum of plans for organizing instruction, space, and facilities to accommodate the educational needs of handicapped pupils.

Related Terminology:

Adaptive education: Synonym for special education, used especially to convey the idea of special education through mainstreaming.

Adaptive education teacher: Substitute term for special education teacher.

Admission review and dismissal (ARD) committee: A local school-centered committee that monitors all aspects of placement and continuation of children in local school special education programs (see Chapter IV).

All-out pupils: Special education pupils who are scheduled all day, every day to regular classes, with the special education teacher available for occasional conferences as needed, the latter determined by the pupils themselves or by their regular class teacher.

Alternative programing: Synonym for mainstreaming.

Clinical center: Synonym for resource room or center.

Consultation room: Synonym for resource room.

Cross-scheduling: Individual pupil schedules made in terms of a special education pupil's academic weaknesses and strengths; more common in secondary schools.

Decentralization: Has two meanings :

1) reducing the number of special education school or class clusters requiring transportation in favor of providing special education in the child's neighborhood school;

2) placing authority and responsibility, along with the budget, for special education directly in the hands of building principals with the requirement that they arrange appropriate special education in the local building for the children who need it in the attendance area.

Floating room: Synonym for resource room.

Functional classification: Descriptions of children needing special education in terms of specific strengths and weaknesses in educational achievement and social and personal behavior (as opposed to social categories such as "delinquent," or psychometric classifications such as "low IQ").

Headquarters room: Synonym for resource room.

Helping teacher: Substitute term for special education teacher.

Identified special education pupils: Pupils who are served by special education teachers, is classified by state education rules and regulations pursuant to law.

Inclusion: Synonym for mainstreaming.

Integration: See mainstreaming.

Integrative process: Conveys the meaning of progressive inclusion and mainstreaming (see those definitions).

Learning center: Synonym for resource room or center.

Modified plan: Synonym for mainstreaming.

Plan A: The inclusion policy of the comprehensive special education plan of the Texas State Education Agency (see Chapter IV); becoming a descriptive term in Texas (i.e., "This is a Plan A school; these are Plan A teachers").

Progressive inclusion: Refers to scheduling children in need of special education into regular classes whenever a regular class teacher can supply instruction equivalent to or better than that in a special class, and doing so at an increasing degree as regular classes become more capable of providing special education of high quality or the pupils become more capable of profitable participation in regular classes.

Resource center: Section of an open space school plan serving the same function as a resource room (see resource room).

Resource room: A schoolroom used by a special education teacher to provide individual and small group instruction, assessment, and guidance to pupils who come for short periods of time from regular classes for special education. Synonyms are consultation room, floating room, headquarters room, learning center, and clinical center.

Resource room plan: See resource room and mainstreaming.

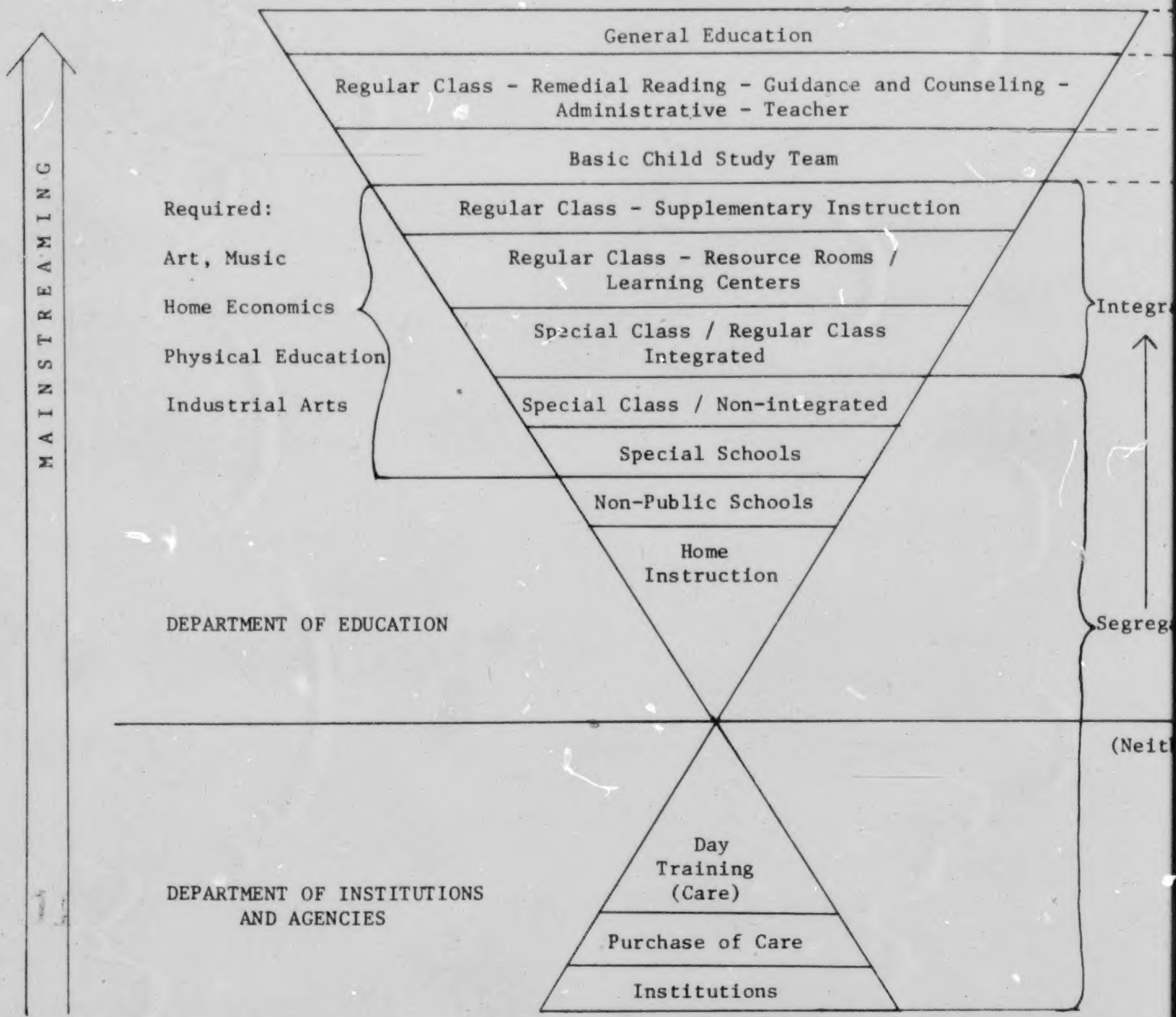
Resource teacher: Substitute term for special education teacher.

Self-contained program: Special education student is scheduled for the entire school day to groups being instructed by special education teachers, though not necessarily in self-contained special education classes.

Self-contained special education class: A class conducted by a certificated special education teacher wherein handicapped children exclusively report and spend the majority of the school day.

Stair-stepping: Moving self-contained special education students into the mainstream a little at a time, beginning with the students and the regular class and special education teachers with whom success appears most probable.

MAINSTREAM PHILOSOPHY IN NEW JERSEY


MAINSTREAMING
General Education
Regular Class - Remedial Reading - Guidance and Counseling - Administrative - Teacher
Basic Child Study Team
Regular Class - Supplementary Instruction
Regular Class - Resource Rooms / Learning Centers
Special Class / Regular Class Integrated
Special Class / Non-integrated
Special Schools
Non-Public Schools
Home Instruction
Required:
Art, Music
Home Economics
Physical Education
Industrial Arts
DEPARTMENT OF EDUCATION
DEPARTMENT OF INSTITUTIONS AND AGENCIES
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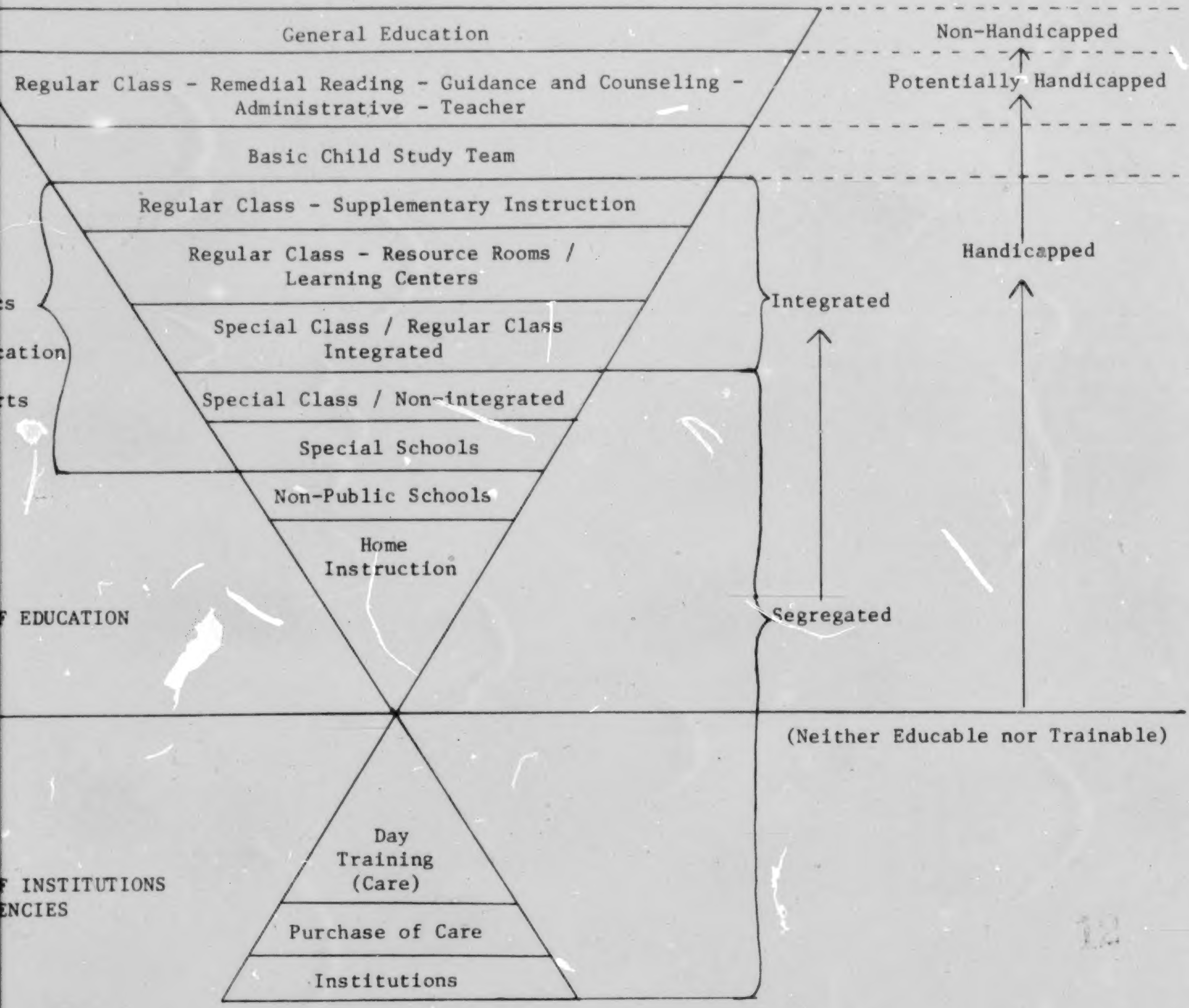
MAINSTREAM PHILOSOPHY IN NEW JERSEY


General Education
Regular Class - Remedial Reading - Guidance and Counseling - Administrative - Teacher
Basic Child Study Team
Regular Class - Supplementary Instruction
Regular Class - Resource Rooms / Learning Centers
Special Class / Regular Class Integrated
Special Class / Non-integrated
Special Schools
Non-Public Schools
Home Instruction
Day Training (Care)
Purchase of Care
Institutions
Non-Handicapped
Potentially Handicapped
Handicapped
Integrated
Segregated
(Neither Educable nor Trainable)
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ENCIES

EXAMPLE - CONCEPT EXPLANATION

THE RESOURCE ROOM

The Resource Room is an attempt by educators, state educational agencies, and the state legislative branch to re-establish the right of special needs students to be enrolled in regular classes during the normal school day. This concept is not new. However, little to nothing has been done in the past to encourage schools to place these students in regular school situations.

Briefly stated, the following criteria are required to be met for the establishment of the Resource Room concept. 1. An application in writing must be submitted to the County Child Study Team Supervisor on or before a date established by the State Department of Education. 2. The district must submit to the County Child Study Team Supervisor, a plan that gives a detailed outline of the Resource Room's program. 3. The district establishing the Resource Room must have its own Child Study Team. 4. All children eligible for the program must meet the classification requirements as outlined and prescribed under Chapter 46 and Rules and Regulations, June, 1970. 5. Placement in the Resource Room is based upon the recommendations of the district's Child Study Team. 6. Professional personnel must hold the appropriate certification, which is Teacher of the Handicapped. In cases where the Resource Room has been designed for blind or deaf, the appropriate endorsement is required.

The primary roll of the Resource Room is to provide specialized instruction to special needs students in those areas where he is unable to function in a regular classroom. In essence, it allows the special needs students the opportunity to function within the regular school building, classroom, social structure, etc., in situations in which he can cope. At the same time it provides instruction in areas which require individual or small group instruction, or specially trained instructors.

The Resource Room instructors must be prepared to assist the child in the special areas of visual and auditory training as well as lip reading. He is also responsible for instructing the child in his subjects and in counselling him.

Schedules of individual pupils attending the Resource Room will vary with his ability to function in the regular school. As a result, the instructors schedule will vary according to the needs of his students. The activities, techniques, procedures and physical components of the Resource Room will be unlike the regular school, depending upon the approved program plan.

The approved basic models for the Resource Room are of three types. Type one requires that all students be of the same handicaps. Type two may include children of different type handicaps. Type three may consist of either type one or type two, but requires additional professional personnel be assigned to the class as instructors.

The key factor in motivating school districts to establish this type of educational program for special educational programs for special education students is like all other programs under Chapter 46. The State of New Jersey will reimburse the district 50% of the cost.

Sources of Information

Bennett, Mildred E., and others. Prescriptive Teaching Workshop: Resource Manual. Office of Program Development, Division of Research, Planning and Evaluation. New Jersey State Department of Education, 1972.

New Jersey. Education of the Handicapped, Title 18A: Chapter 46 and Amendments.. Department of Education, 225 West State Street, Trenton, New Jersey 08625

President's National Advisory Council on Supplementary Centers and Services, Normalization in Special Education, The Title III Quarterly, January, 1972.

Winslow Township Public Schools, Central Avenue, Blue Anchor, N. Jersey 08032. (A pilot Title III Project begun in 1971: This School system has what is considered by many educators in South Jersey as the best example of a functional resource room.)

EXAMPLE - INFORMATION DISSEMINATION

Help
Eliminate
Learning
Problems

prepared by

Child Study Team
Hamilton Township
Mays Landing, N.J.

1. What is a Learning Resource Center? (LRC)

The LRC is a learning experience center enabling a student to receive intensive training in areas of academic weakness on an individual and/or small group basis in the LRC while spending a portion of his school day in the regular classroom.

2. What is the philosophy behind the LRC?

The LRC will enable our school system to provide a better learning experience for all of our children by placing them in normal classroom situations with their peers.

3. What is mainstreaming?

Mainstreaming is the placement of our youngsters with learning disabilities into regular classrooms for varying portions of their school day. These students will be assigned to the LRC for help in those areas in which intensive individual instruction is indicated.

4. Who is in the LRC?

All children who require special help as well as any other child who has been classified will be eligible to use the LRC. Eventually, it is hoped that the LRC can be used as an enrichment center for all students. Opportunity 4 class will be hopefully phased in the LRC within two years.

5. What are the goals of the LRC?

Our basic goals are to promote the integration of our classified children into the regular school population, thus eliminating the stigma of special class placement for those children; and to provide a program which will help the special child to achieve his fullest potential both academically and socially.

6. When will the LRC become effective?

The LRC will be put into operation in September, 1974.

7. Where will the LRC be located?

The LRC will be located in one of the buildings of the Yetter Annex of the Joseph C. Shaner Memorial School.

8. How long will students be in the LRC?

Each child will spend a different amount of time in the LRC depending on his individual academic needs.

9. How long will students be in the regular classroom?

All mainstreamed children may spend some portion of their day in the LRC. However, they will have homeroom, art, music, recess, lunch, and according to individual ability, some academic subjects with their regular class.

10. What types of programs will be available to a student in the LRC?

Each student using the LRC's facilities will have a program of study worked out especially for him. This program will help to remediate those areas in which the student is having the greatest difficulties. Computer based resource units, perceptual training, remedial reading and other similar programs will be used in the LRC depending on the individual child's need.

11. What are the advantages of the LRC?

The LRC will provide:

(a) that all students, handicapped or not, will be together for portions of their school day, thus reducing any stigma attached to special education children;

(b) the help necessary to build a more realistic self-concept for our handicapped students;

(c) supplementary help, often on one-to-one basis, necessary for the requisite academic growth will be available;

(d) that individual skills will be improved so that our handicapped children can be brought to that level of functioning and awareness which will enable them to take their proper place in society; and

(e) those materials required to meet the needs of the exceptional child at all academic levels within the regular classroom situation.

It Starts in the Classroom

The Public Relations Newsletter for Classroom Teachers
Published by National School Public Relations Association

April 1974

The PR Challenge of Special Students

Special students...exceptional children...call them what you like, it all adds up to youngsters in your classroom who have handicaps or unusual needs and so make special demands on you, their teacher. Almost every classroom has its share of slow learners. Some have one or more gifted children. More and more teachers are being confronted with the problems of physically handicapped and educably retarded youngsters--for the trend has been to place many such "special education" children in regular classes, rather than isolate them in special schools. Mildly retarded youngsters, it is felt, suffer from segregation in special classes. "It isolates the child from the mainstream of the classroom and brands him with a label which limits his potential as he perceives it," said Spencer Gibbins, U. of Michigan, at a conference of the U. of Michigan Institute for Study of Mental Retardation and Related Disabilities.

To you, the teacher, this all means special problems and challenges in teaching, as well as in communicating with parents. Here, for example, are some difficulties you probably face in:

DEALING WITH PARENTS' FEELINGS

Who usually make the best adjustment when a mentally retarded or physically disabled child enters the regular preschool classrooms? The normal youngsters in that room. The new child's three-, four- and five-year-old peers usually make the easiest adjustment, with their readiness to accept anyone at his own valuation, according to Joan Christopherson, director of the Nursery School, Dept. of Home Economics, U. of Montana. Parents seem to have the hardest time adjusting to the exceptional child. "Parents of normal children have a more difficult time, and the teacher and the administrators need to be ready for their concerns," says Ms. Christopherson. At all age levels parents have difficulties when their handicapped child is taken out from under their protective wing. How should you handle parental anxieties?

- Parents of normal children often express fears about the effect on their child of the disabled youngster. Accept their right to be concerned. Encourage them to express their feelings to you and don't be critical. Assure them that children with disabilities are more like other children than they are unlike...and that they sometimes bring out feelings of caring and helpfulness in "normal" children, feelings that are valuable and very important.

- Parents of the disabled child often distrust the teacher's ability or willingness to care for their child properly, says Childhood Education. Try not to resent their early doubtful feelings about you, which stem from their love and fears for their child. Their anxieties usually fade as time goes by, and they see how you react to their child and he reacts to you.

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- Some parents, accustomed to their child's dependency, feel threatened as they see him achieving some independence. This attitude calls for patience and understanding on your part. They may then feel free to admit how hard it has been to live with the child's problems without the school's help.

- The parent wants to be treated as an individual, not simply as an impersonal entity called "the parent of a handicapped child." "As teachers are able to convey a feeling of acceptance of the person, the parent is reciprocally more accepting of whatever counsel the teacher may offer," says The Parent Teacher Partnership, published by the Council for Exceptional Children. This advice is crucial to the parent-teacher interaction and should not be ignored.

BEFORE THE DISABLED CHILD ARRIVES—

To ease the way for all concerned, it may be wise to take the following steps before a disabled child enters your "regular" classroom:

- If it is a fall admission, wait until the regular class has had a chance to settle in.

- Meet with the parents and the person who assessed the disabled child and recommended his placement in the regular classroom to discuss any special arrangements that might be needed.

- Make clear to the parents that the admission is conditional on how the situation looks to all of you--parents and staff--after a few days trial.

- Look to the parents for suggestions about routine care...for answers to questions about: need for special safety precautions indoors and outdoors; self-help abilities of the child; special diet requirements; special medications.

- Prepare in advance any necessary plans and equipment. These may seem trivial--a plastic cup with a handle instead of a juice glass too slippery for a prosthetic hook, or assigning an easily reached locker at the end of a row instead of one back in a corner.

- Try to secure the help of an aide or volunteer at crucial times (when the child may need special help and you are extra busy): arrival and departure times, outdoor play periods, visits to the bathroom, mealtimes, snacks.

- Tell your regular class about the disabled youngster before he arrives. Explain the physical problems he has and the learning difficulties he will probably face. Enlist the students as your partners in making him feel welcome. Ask them to remember how they felt when they were new students...and how much more frightening it would be if you were "different" from the other students.

- In a special project, in which educably mentally retarded and epileptic students were placed in regular classrooms, regular students were trained to help seizure-prone children during and after their attacks. The teachers and all the children openly discussed physical deformities, tremors, epilepsy, visual handicaps, speech defects and behavior characteristics. The understanding and tolerance shown by regular teachers and students was exceptionally high toward the special students, who were invited to take part in class activities just as often as the regular students.

HELPING THE EXCEPTIONAL ADOLESCENT

When the special student becomes a teenager, he is often placed in a regular secondary school. How do you, the high school teacher, handle these boys and girls who are like other adolescents, but different? Here is practical advice from Stanley A. Winters, associate professor and coordinator of the graduate special education program at Queens College of the City U. of New York (adapted from his article in the NJEA Review):

- Remember that the exceptional adolescent who is not severely handicapped has the same needs and interests as normal adolescents. He is interested in sports, dating, cars and what is going to happen to him after he leaves school.

- Though they may not be able to perform at the level of the average student, they can experience success if the assignment is geared to their ability. A one-page composition, or an oral report on tape, might be a more realistic assignment than a research paper.

- There is much material on the market which is described as "high interest--low vocabulary." Many of these books can be used for the slow-learning adolescent.

- When grading, should you compare these students with others in the class, or only with themselves? Several school systems grade the special student like the others if he has earned an average or better mark. If this has not been achieved, they use other methods, keeping in mind that the student's motivation must be encouraged, not destroyed. A "P" for progress or passing could be given, or a narrative report describing the positive aspects of his performance could be sent to his parents.

"Students who have been integrated in regular classes and have been graded in this fashion do quite adequately," says Winters. "They are good citizens, engage in extracurricular activities, and are indistinguishable from the bulk of high school students. Some have even become outstanding athletes and performers in high school musical presentations."

CARS MOTIVATE NONREADERS

"What would I do if I were a teenage nonreader wanting so much to do what other teenagers do?" A special education teacher faced with three nonreading 16-year-olds asked herself that question. The boys answered it for her. They wanted to learn how to drive. Not being a driving instructor, she took the following action: Asked their parents for written permission to teach them the driving rules; procured a state driving manual as textbook, some old driver tests, safety materials, city, county and state maps; bought at the dime store a small sports car, sedans, tow truck, patrol car, other trucks. She dumped these casually on a table. The boys were soon intensely interested.

She turned the manual into booklets at their reading level, took them to visit traffic court. Using butcher paper, the boys developed charts illustrating the booklets (which they were soon reading, without realizing it). They planned a demonstration for a police sergeant to show they knew the rules, using the whole class as audience. He was so impressed he told them to come to him after their fathers had taught them how to drive, and he would give them the driving test personally. (From Teaching Exceptional Children.) The boys earned their fathers' respect through this project. They learned more arithmetic than they thought they knew.

EXAMPLE - COMMUNICATIONS WORKSHOP

L.R.C. - PROBLEMS AND SOLUTIONS WORKSHOP

Purpose: To share some of the common problems and solutions between personnel of districts involved in L.R.C. programs for special education students at the elementary level.

Process: Small group interaction facilitated by group leader and recorder.

SMALL GROUP DISCUSSIONS

Group Topic Curriculum and Materials

Discussion

1. What should be the focus of instruction?
2. What is used as a guide to curriculum? Who plans the curriculum?
3. Should materials be geared to grade and/or classification be provided?
4. What types of materials have been most effective? What materials are most applicable to an L.R.C.?
5. Is there any specific curriculum that has been identified as being specifically appropriate?
6. What should the process be for prescribing educational plans and daily instruction?

Problem Areas - Some Solutions

Assessment:

Criteria Reference:

Break down skills to specific objectives stating them in behavioral terms. (Able to master 80%, etc.)

Ongoing - informal - not using commercially produced tests.
  Advantages - gives teacher structure and child progresses at own rate.
  Disadvantages - tedious, takes much time.

Child Study Team:

Meets weekly and reviews resource room children's progress based on report of L.D. and from Resource Room teacher. Team makes decision to declassify child and put back in regular class.

Reporting:

Learning disability check list -
  Progressing) Teacher completed
  Not progressing)

Parent Conference - twice per year.

Child Study Team and teachers involved develop a skills report card -
  Advantage - no stigma for child.
  Disadvantage - parents may not comprehend the nature of the card

Report sent to Child Study Team from resource room teacher every marking period (six weeks).

Criteria for grading is based on individual progress in a number of skill areas.

Resource room teacher has a weekly report sheet of what he intends to accomplish with pupil by the end of the week. At the end of the week, teacher reviews the sheet as evaluation of himself and the child's progress.

Diagnostic Materials Most Useful

L.D. Specialist reports which materials may be used with the child.

L.D. Specialist reports the child's best modality of learning (visual, auditory, sensory, etc.).

II. STAFF AND FACILITIES

WINSLOW TOWNSHIP LEARNING CENTER

INSERVICE PROGRAM FOR CLASSROOM TEACHERS

I. Rationale for an Inservice Program

Throughout the past two years a Learning Center Program has been in operation in Winslow Township schools. The Learning Center is a resource room consisting of personnel, materials, and equipment geared to assist classroom teachers in working with neurologically impaired, perceptually impaired, and educable children who are members of given classrooms. This is accomplished by instructing these youngsters as individuals or in small groups in the center, as well as by providing prescription and materials for classroom teachers in the cognitive, affective, and psychomotor domains. During this time of operation, however, several problems were posed by the teachers involved. Hence it was felt that classroom teachers would be better equipped to work effectively with these special education pupils if they participated in an ongoing inservice program whereby they could meet with fellow teachers, Learning Center personnel, and other specialist in order to arrive at workable solutions. It was further recognized that these special education children would derive maximum assistance by the mutual respect between classroom and Learning Center faculty, which would develop or be reinforced as an overall outcome of the inservice program.

II. Goal

As a result of the inservice program, classroom teachers will have additional knowledge regarding the working of the Learning Center and the characteristics of the attending pupils. Also, teachers will be able to implement techniques designed to assist these classified youngsters in the learning process.

III. General Objectives

A. Providing Information:

1. Teachers will have a working knowledge of Learning Center materials which are suited to the individual needs of specific classified youngsters.

2. Teachers will have information regarding the general characteristics of neurologically impaired, perceptually impaired, and educable children.

3. Teachers will have knowledge which will enable them to conduct meaningful conferences with parents of classified children.

4. Teachers will have the information that will enable them to follow a specific system for referring children to the Learning Center.

5. Teachers will know to what extent they are responsible for disseminating curricula to classified youngsters, as compared to these responsibilities on the part of Learning center personnel.

6. Teachers will have knowledge of the legal implications in working with neurologically impaired, perceptually impaired, and educable youngsters.

B. Providing Opportunity for Exchange of Ideas:

1. Classroom teachers and Learning Center Personnel will communicate freely in reference to specific learning patterns, materials, and techniques as needs dictate.

2. Teachers will share information that will enable them to foster a classroom atmosphere which encourages acceptance of the wide range of individual differences in children.

3. Teachers, in conjunction, with Learning Center personnel, will formulate suggestion regarding the grading of these classified children.

4. A better rapport will be established between classroom teachers and Learning Center personnel.

C. Providing Help in Developing or Extending Techniques:

1. Teachers will utilize techniques which will assist children in making the daily transition from the Learning Center to the regular classroom.

2. Teachers will extend their use of the Learning Center to include other children when applicable.

IV. Process

The objectives of the inservice program will be accomplished in a variety of ways. At the beginning of the school year, teachers will be given pertinent literature regarding the Learning Center which will inform them about the hours of operation and location of the Learning Center, its definition and purpose, as well as the goals and objectives of the inservice program (Appendix A). Subsequent sessions will be conducted throughout the school year in the form of individual conferences between Learning Center personnel and classroom teachers, small group meetings and/or workshops, and the dissemination of literature. Content for these meetings will be determined by the stated objectives of the inservice program as well as by needs indicated by teachers via a prepared questionaire (Appendix B) and a suggestion box.

Worthwhile procedures suggested, or conclusions reached through ongoing inservice program will be recorded and distributed to all faculty members within two weeks after the compilation of such information.

V. Time Line

1. By September 7, teachers will have received Learning Center Bulletin #1 (Appendix A) which will contain information regarding the hours of operation and location of the Learning Center, its definition and purpose, and the goal and objective of the inservice program.

2. By September 14, teachers will have received Learning Center Bulletin #2 (Appendix C) which will inform them about the legal implications in working with neurologically impaired, perceptually impaired, and educable children, as well as defining the responsibilities of classroom teachers and Learning Center personnel toward the dissemination of curricula to these children.

3. By October 16, teachers will receive Learning Center Bulletin #3 (Appendix D), which will recommend that they use part of their conference time with Learning Center personnel to familiarize themselves with materials applicable to the needs of specific Learning Center children, and with techniques which will assist these children in making the daily transition from the Learning Center to the regular classroom.

4. By November 2, a general faculty meeting will have been held whereby classroom teachers and Learning Center personnel will formulate suggestions regarding grading of Learning Center pupils and will establish guidelines in conducting more meaningful conferences with parents of Learning Center children.

5. By November 9, teachers will receive Learning Center Bulletin #4 (Appendix E) which will provide descriptions of the general characteristics of neurologically impaired, perceptually impaired, and educable children, together with a copy of the form outlining procedures for referring children to the Learning Center (Appendix F).

6. By December 7, teachers will have received a questionnaire (Appendix B) whereby they will submit questions, problems, or suggestions.

7. By January 4, as a result of conferences between Learning Center personnel and classroom teachers, techniques for pupil transition from the Learning Center to the classroom will have been applied and classroom teachers will have knowledge of materials used with these pupils.

8. By February 15, and ongoing through June as needed, small group inservice meetings will be held to discuss problems and suggestions posed by teachers via the questionaire and suggestion box entries.

9. Ongoing as a result of small group meetings and conferences with Learning Center personnel, teachers will have fostered a classroom atmosphere which encourages acceptance of the wide range of individual differences in children.

10. Ongoing, as a result of the procedures and processes of the inservice program, a better overall communication system will be established between classroom teachers and Learning Center personnel.

11. Learning Center personnel and teachers will have an ongoing rapport such that they will feel free to call upon each other for materials or assistance with individual pupils.

VI. Evaluation

The inservice program will be evaluated by determining if teachers have knowledge of the working of the Learning Center and the characteristics of its pupils, and have successfully implemented techniques in their classrooms which have aided these youngsters in learning process. Since a working rapport between classroom teachers and Learning Center personnel is a vital and integral part of the program, questionnaire will be distributed to both to provide data for evaluating the inservice program (Appendix G).

By the end of the first year of the inservice program, a positive response to 50 percent of the questions by 70 percent of the faculty will, for our purposes, be considered a favorable evaluation of the program. Comments and suggestions will provide help in designing future programs.

APPENDIX G

I. Questionnaire for Classroom Teachers

Please respond by writing yes or no to questions asked.

Comment in space provided, or on the back of the paper.

1. Have you used Learning Center Materials more this year than in the past? _______

2. When Learning Center pupils returned to your classroom from the center, did you find it easier to provide material or activities for them? _______

3. Did you find that your conference with parents of Learning Center pupils were more meaningful this year than in the past? _______

4. By knowing your legal responsibilities in working with special education pupils, are you more comfortable having them in your classroom? _______

5. Did you use Learning Center services for children in your room who are not "regular" Learning Center Children? _______

6. Do you feel that suggestions formulated this year regarding the grading of Learning Center children were put to use? _______

7. Do you have a better understanding of the characteristics of the Learning Center pupils placed in your room this year? _______

8. Did you feel more comfortable about using the Learning Center Referral Procedure this year than in the past? _______

9. Are the Learning Center children in your room accepted by their peers?_______

10. Did you contact Learning Center personnel for assistance more readily this year than in the past? _______

11. Did you receive more assistance from Learning Center personnel this year than in the past? _______

12. Did you have a better understanding of your responsibilities in teaching specific subject matter to Learning Center pupils this year than in the past? _______

APPENDIX G (continued)

13. Were the Learning Center bulletins and summaries of workshops helpful to you? ______

14. Do you feel that you have enough opportunity to express your concerns or suggestion? ______ If no please explain. ______

____

____

____

15. What phase or phases of the inservice program was most valuable to you in working with the Learning Center pupils in your class? ______

II. Questionnaire for Learning Center Personnel

1. Have classroom teachers used Learning Center materials more this year than in the past? ______

2. Did classroom teachers use the Center's services for children other than "classified" children? ______

3. Do you feel that suggestions formulated this year regarding the grading of the Learning Center pupils were put to use? ______

4. Do you feel that classroom teachers contacted you for assistance more readily this year than in the past? ______

5. Did you provide more assistance to classroom teachers this year than in the past? ______

6. Do you feel that you have enough opportunity to express you concern or suggestions? ______ If no please comment. ______

____

____

____

A suggestion box has been placed in each school in order to provide all faculty members with a means of confidentially expressing problems, suggestions, or needs. Each insert will be read and any concerns expressed will be handled in the following fashion.

Any personal problem will be handled by means of your regular conference with Learning Center Personnel or by haveing a Learning Center person contact you.

All other problems, suggestions or needs will be integrated into ongoing inservice program.

A volunteer advisory council of teachers from each building ~~will~~ be set up to handle these concerns and to set up future inservice program to meet your needs.

To All Faculty Members:

Since the beginning of the school year, Learning Center Bulletins have been distributed and meetings have been held in order to share opinions, information and concerns about the Learning Center and classified students. In order to provide an opportunity for everyone to express their concerns and suggestions, the following questionnaire has been prepared.

Feel free to express any and all concerns so that we can work together toward possible solutions.

Please fill out and place in the Learning Center Suggestion Box by December 14. Your cooperation will be greatly appreciated.

Thank you

Sincerely,

QUESTIONNAIRE

Name: ______________________________ Date: ____________________

Directions: A check (✓) will indicate that further information is needed. Use yes or no where applicable

1. Are you still in need of any information regarding the Learning Center's: hours of operation ________
   definition and purpose ________

2. Do you still have any concerns regarding legal implication in working with MI, PI, and educable students? __________

3. Do you still have any concerns regarding what curricula you are to teach to Learning Center students in your room? _______

4. Did you find the list of recommendations regarding use of conference time of classroom teachers with learning center personnel useful? ______________________________

   Please fill in any additional suggestions you may have which can be added to this list. ______________________________

   ____

   ____

5. Do you have any further suggestions concerning the grading policy now being used? ______________________________

   ____

   ____

6. Are you still in need of any information regarding the general characteristics of MI, PI, and educable students? _______

7. Are you hav~~e~~ing problems with providing materials or activities for Learning Center pupils when they return to your classroom? _______

8. Do you find the suggestion box a useful means of expressing your concerns or suggestions in regard to the Learning Center?

   ____

9. Are you having any problems with peer approval of Learning Center pupils? _______

QUESTIONNAIRE
(continued)

Name: ______________________________ Date: __________________

10. Are you receiving enough information regarding Learning Center policies, decisions, etc.? __________ If not, please list the kinds of information you would still like to have. ____

____

____

11. Please use this space to list suggestions or concerns to be utilized by the Learning Center Inservice Committe in conducting more meaningful inservice programs for you.

WINSLOW TOWNSHIP LEARNING CENTER

VOLUNTEER PROGRAM

I. Definition

A. Instruction Volunteer: a person who assists the teacher with students in the classroom. This volunteer may tutor students, individually or in small groups as directed by the teacher. The volunteer shall not substitute for the regular teachers in any professional duties such as lesson planning or in taking disciplinary action with the students.

B. Clerical Volunteer: a person who assists the teacher by preparing instructional aides and by performing other routine typing and duplicating tasks. The clerical volunteer will not normally work with students unless otherwise requested by the volunteer.

II. Qualification and Requirements:

The volunteers will meet the following specifications:

A. At least 18 years of age.

B. Good physical and emotional health (a physical exam will be required and it must meet the same health standards as certified personnel).

C. Cooperation with teachers, students, and other volunteers.

D. Must attend pre-service and in-service training programs.

E. Dependability and punctuality in reporting at chosen time periods.

F. Ability to attend each work session unencumbered by parental duties.

G. A good moral character.

H. Empathy for children.

III. Duties and Functions (all teacher directed and initiated):

A. Instructional Volunteer:

1. Initial and immediate checking, correcting and making of workbooks, seatwork, papers, and tests (or any other objective assignments) for review by the classroom teacher.
2. Supervising student make-up work.
3. Working with small groups of children in independent study and follow-up.
4. Administering remedial drill work.
5. Assisting with children in special music, drama or art projects.
6. Listening to children read.
7. Working with individuals or small groups on a teaching machine or device.
8. Playing a teaching game with students.
9. Reading or taping stories.
10. Helping students complete workbook or seatwork assignments when the student seeks help.
11. Assisting with children on field trips.
12. Individual tutoring.
13. Assist with setting up and using AVA equipment.
14. Assist the teacher or librarian in checking out and collecting library books.

B. Clerical Volunteer - all activities teacher directed and initiated:

1. Keeping an inventory or classroom library books.
2. Duplicating and typing teacher prepared dittos, assignments, and tests.
3. Assist teacher in setting up experiments.
4. Making or preparing teacher initiated teaching aides; such as:
    a. Filmstrips
    b. Taping filmstrip soundtracks
    c. Slides
    d. Posters
    e. Bulletin boards
    f. Teaching games or puzzles
    g. Graphs, charts, diagrams and maps
    h. Transparencies
    i. Opaque projections
    j. Individual teaching packets
5. Assist in preparing for field trips.
6. Initial checking, correcting and marking of workbooks, seatwork, papers, and tests for review by classroom teacher.
7. Complete an up-to-date list of resource people and organizations in the community who would give presentations in individual classrooms on subjects pertaining to current curriculum studies. In initially preparing the list of resource people, the clerical volunteer will survey the community for appropriate resource people. Also PTA cooperation will be encouraged and utilized in preparing this list.

    The list will follow this format:

    a. Name
    b. Address

c. Phone
d. Subject area, and brief description
e. Kind of activity
f. Time for presentation

IV. Things will go better if:

A. You realize that each teacher has his or her own way or type of teaching and that one way may be as effective as the other.

B. You realize the teacher will remain the diagnostician for learning, the manager of learning experiences, and the decision maker in learning situation.

C. You realize the teacher is responsible for discipline of the students.

D. You follow the teachers regular classroom routine and rules. This might include the following:

1. pencil sharpening
2. lavatory procedures
3. movement within the classroom
4. line formation
5. movement in the halls
6. general cleanliness and maintenance of the room
7. reprimanding and disciplining children in the classroom
8. safety in the classroom

V. Evaluation

A. A self-evaluation done in cooperation with the administrative staff. Evaluation will be based on the following points rated on a scale from 1 to 5.

1. personal appearance
2. health
3. ability to communicate
4. dependability
5. sense of humor
6. initiative
7. creativity
8. adaptability

9. ability to work with others
10. attitude toward children
11. clerical skills

VI. In-Training Program (First Session)

A. All volunteers will meet with the program supervisor for the first training session. At this session the supervisor will explain the following procedures and policies:

1. parking
2. procedures for signing in and out of building
3. cloakroom and lavatory facilities
4. tour of the school
5. fire drill procedures
6. general school policies, safety rules, and legalities
7. explanation of volunteer program and duties
8. who to notify in case of absence

B. After procedures have been discussed the volunteers will complete an interest inventory form to determine their working preferences in the program.

C. After interests and preferences have been established, the supervisor will divide the group into two segments - instructional volunteers and clerical volunteers.

VII. In-Training Program for Instructional Aides -(2nd session)

A. The supervisor will explain in depth the duties of the instructional volunteer in the classroom. This demonstration and discussion will include the following:

1. How to set up and operate all AVA equipment.

2. The teacher in the Learning Center will acquaint the volunteer with textbooks, workbooks, teaching machines, and all other teaching devices.

3. Observation of teacher working with individual or groups of students to learn how to develop a good rapport with pupils and general tutoring procedures.

4. After an extended period of observation the volunteers will begin working with individuals or small groups of students under the supervision of the Learning Center teacher.

5. After successful completion of the training program, the volunteer may begin work in various regular classrooms.

B. Training procedure on first day in classroom:

   1. Prior to the volunteer's actual working in a specified classroom, the regular teacher will meet with the volunteer to explain his or her general classroom procedures and rules. After this meeting the teacher will be responsible for giving the volunteer assignments and materials. The teacher will also be responsible for supervising the volunteer in the classroom.

VIII. In-Training Program for Clerical Volunteers -(2nd session in School #3)

A. The following will be explained:

   1. How to set up and operate all AVA equipment.
   2. How to make a filmstrip.
   3. How to make slides, transparencies, soundtracks for filmstrips, opaque projectors, charts, posters, and bulletin boards.
   4. How to keep an inventory of library books.
   5. How to use a duplicating machine and ditto masters.
   6. How to make graphs, diagrams, and maps.
   7. A brief review of manuscripts and cursive forms.
   8. How to compile a list of community resource people.

IX. Training Program for Teachers

A. In order to get a good understanding of the volunteer program, each teacher should read the program description.

B. A short meeting of teachers and supervisors will be held to go over the program and answer any questions:

1. The following points should be covered:
    a. Teacher responsibility in prescribing all students' assignment.
    b. Review of tasks volunteers are not to perform.
    c. Discuss the method teachers will use to request either a clerical or instructional volunteer.
    d. Give teachers the times and places volunteers will be available.
    e. Teachers will be informed of the policies established for the volunteers. Such things as parking, signing in and out of buildings, lavatory and cloakroom facilities and lounge area will be discussed.

CALLING ALL WINSLOW TOWNSHIP RESIDENTS

The Winslow Township Elementary Schools need you! We need a select group of interested residents, 18 years of age or older, who will offer their services to the Winslow Township Elementary Schools in a volunteer program. This group of volunteers will provide a valuable supplementary service to our schools, our students, and our community.

The Volunteer Program is a program where residents will visit the schools and will participate in either a tutoring or clerical capacity. Each volunteer will determine the amount of time he or she would like to donate. Following is a brief description of the services you can perform:

1. Tutoring Volunteer: This volunteer will assist the teacher with students in the calssroom. He or she may tutor students either individually or in small groups as requested by the teacher.
2. Clerical Volunteer: This volunteer will assist the teacher by preparing bulletin boards, teaching games, posters, etc. Also, if the clerical volunteer elects to, he or she may perform routine typing and duplicating tasks.

If you are interested, please fill out the attached application and preference form. You will be notified as to when the orientation program will be held. Thank you for your cooperation.

* Suggestions for notifying community of the volunteer program:

1. Newspaper articles
2. Poster in local store
3. Newsletter for parents
4. Newsletter to churches
5. PTA
6. Applications available in schools
7. Radio Stations

VOLUNTEER PREFERENCE SHEET

Please check off which of the following you would prefer doing:

- ______ Checking, correcting, and marking of some workbooks, seatwork, papers and tests for review by classroom teacher
- ______ Supervising student make-up work
- ______ Working with small groups of students
- ______ Administering remedial drill work
- ______ Assisting with children in special music, drama, and art projects
- ______ Listening to children read
- ______ Working with individual or small groups on a teaching machine and device
- ______ Playing a teaching game with students
- ______ Reading, taping, or telling stories
- ______ Assisting with children on a field trip
- ______ Individual tutoring
- ______ Assist with setting up and using AVA equipment
- ______ Assist teacher or librarian in checking out and collecting library books

TEACHER REQUEST SHEETS
(Instructional Volunteer)

Teacher's Name ______________________________

School ______________________________

Room ____________ Grade ____________ Date ____________

Please fill in the following information concerning the instruction volunteers:

Time requested ______________________________

Date requested ______________________________

Activity to be performed ______________________________

____

Special materials (if needed) ______________________________

____

____

REQUEST SHEET FOR CLERICAL VOLUNTEER

Teacher's Name ______________________________

School ______________________________

Grade ____________ Date ____________

Please fill in the following information concerning the clerical volunteers:

Type of activity to be performed:

- _____ Duplicating
- _____ Bulletin boards
- _____ Cutting out letters
- _____ Making filmstrips
- _____ Making filmstrip soundtracks
- _____ Making tapes
- _____ Posters
- _____ Teaching games or puzzles
- _____ Graphs
- _____ Charts
- _____ Diagrams
- _____ Maps
- _____ Transparencies
- _____ Opaque projections
- _____ Teaching packets
- _____ Library book inventory
- _____ Correcting work or workbooks
- _____ Setting up experiments

Date material is needed: ______________________________

STUDENT EVALUATION FORM

Student's Name ______________________________

Date ______________________________

Teacher's Name ______________________________

Volunteer's Name ______________________________

Subject Tutored ______________________________

Materials or Papers Used ______________________________

____

- -

Student's Attitude ______________________________

____

Is more help indicated in this area? ______________________________

____

EXAMPLE - JOB DESCRIPTION

GLOUCESTER TOWNSHIP BOARD OF EDUCATION

CORE LEADER, RESOURCE CENTER

I. Basic Function

A. The core leader is considered to be a resource person in curriculum and administration for his/her teachers and the school administration and special education supervisor. As such he/she will be consulted concerning matters which relate to R/C organization, instruction, and communication in the R/C.

B. The core leader is responsible for coordinating the work of teachers assigned to R/C, advising both the Principal and Special Education Supervisor on R/C needs and activities, planning, collecting and disseminating certain specific materials for the Principal and Special Education Supervisor. He/she should act as liaison between R/C staff and school faculty and school administration and Special Education Supervisor. Should provide open avenues for cohesiveness and operational relationships in the R/C program through open communication with the staff and administration at all levels.

II. Scope of Responsibility

A. Help to develop and implement schedule for R/C program working through school master schedule.
B. Help to develop curriculum within the R/C.
C. Aid in development of teacher - student support.
D. Help individual teacher within R/C
E. Develop and maintain communication between R/C staff and school faculty through conferences - group and/or consultations
F. Organize and moderate staffings on a weekly basis
G. Submit a monthly report to Special Education Supervisor
H. Communicate to Special Education Supervisor all trial placement recommendations on form Sp. 26
I. Set up meetings with school administration and Special Education Supervisor when needed.
J. Inform Supervisor of needed instructional materials
K. Core leader should consult with Supervisor/Principal to convey consensus of the R/C staff's thinking in policy
L. Discuss decisions with R/C staff and effect appropriate response
M. Review and collect daily lesson plans weekly
N. Maintain files on all correspondence and records pertaining to resource center operation
O. Carry out all other assignments as may be delegated by Supervisor, Special Education and building Principal

Job Description (Continued)

III. Qualifications

- A. A minimum of Bachelors Degree plus 15 credits (Preferance Masters Degree)
- B. A minimum of 4 years in teaching which includes 2 years in Special Education
- C. Must be compatible to staff
- D. Must be able to receive and execute orders
- E. Must be able to maintain good public relations

IV. Supervision

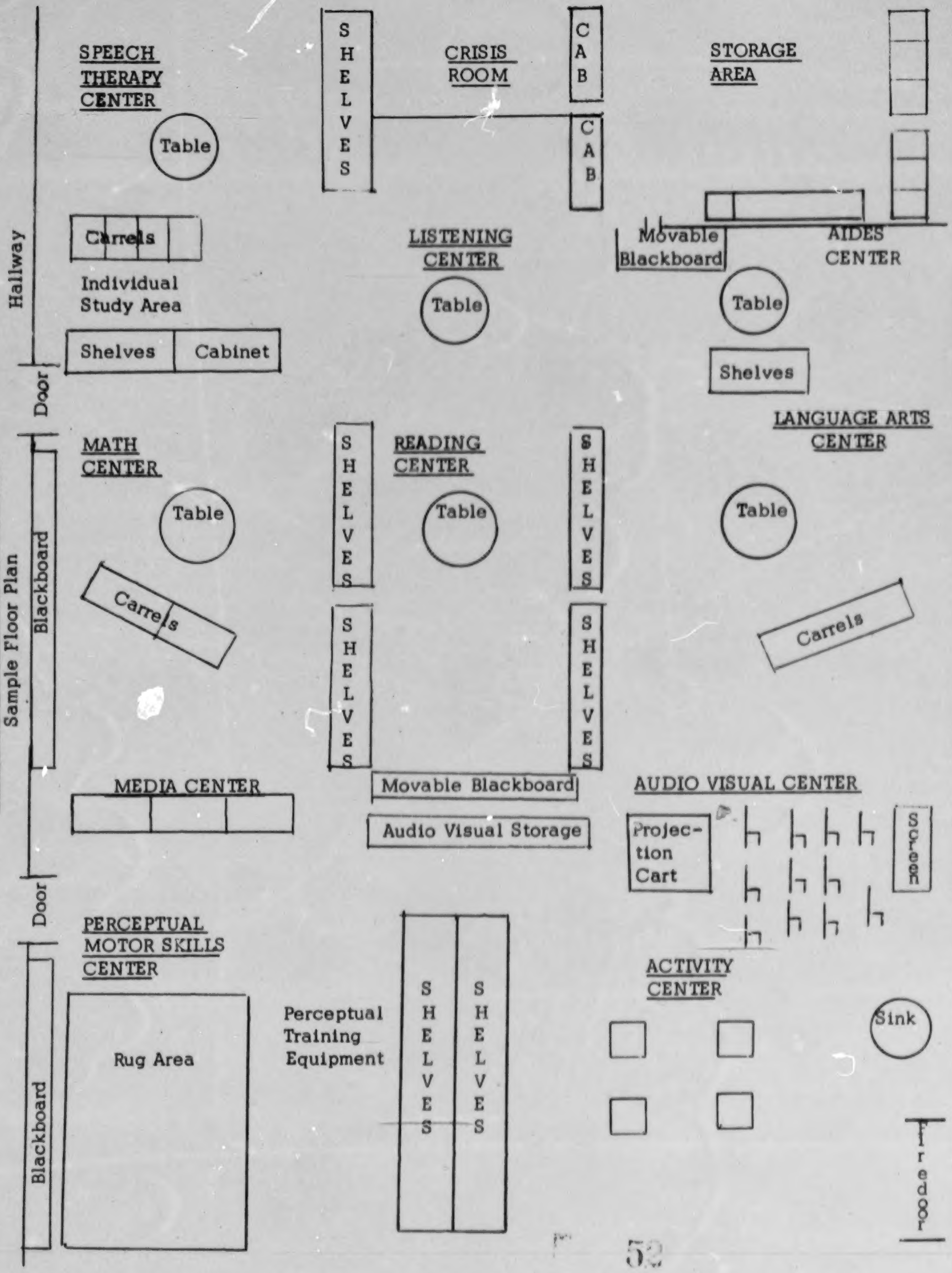
- A. The Core Leader will be under the supervision of the Special Education Supervisor in liaison with the building Principal
- B. The Core Leader will consult with Supervisor of Special Education before any change or innovation is made
- C. The Core Leader should recommend program changes and innovations for further consideration to his immediate Superior as necessary
- D. Final decision as to whether or not changes and/or innovations are to be implemented will be the responsibility of the Special Education Supervisor in liaison with the building Principal.
- E. The Core Leader will be directly responsible to and for the staff in the Resource Center.
- F. The Core Leader should endeavor to ensure that entire R/C staff operates as one cohesive, professional group dedicated to helping students achieve happiness and success in their classrooms and school environment.

V. Salary Schedule

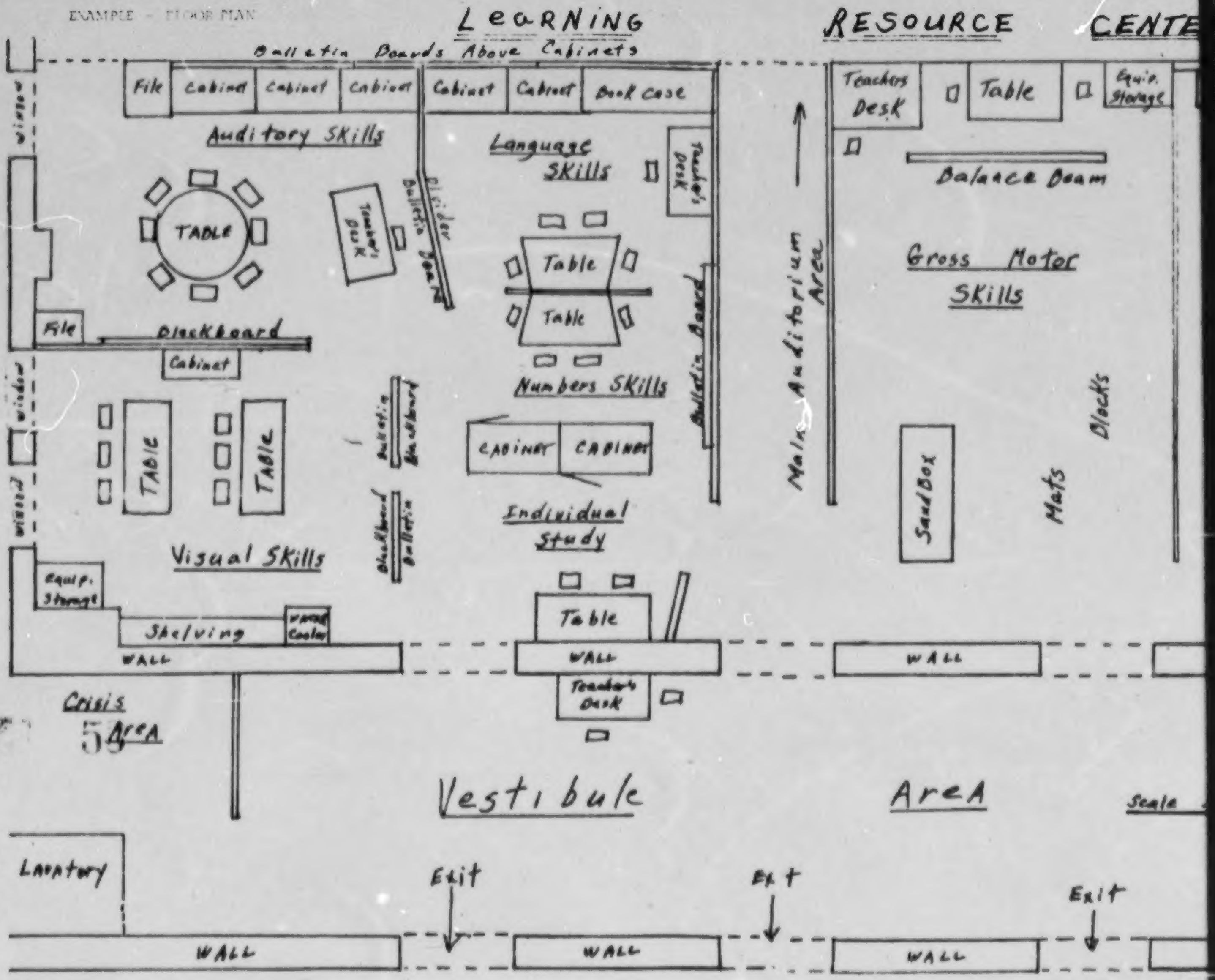
- A. Resource Center Core Leaders will receive $300.00 per year.

LEARNING RESOURCE ROOM

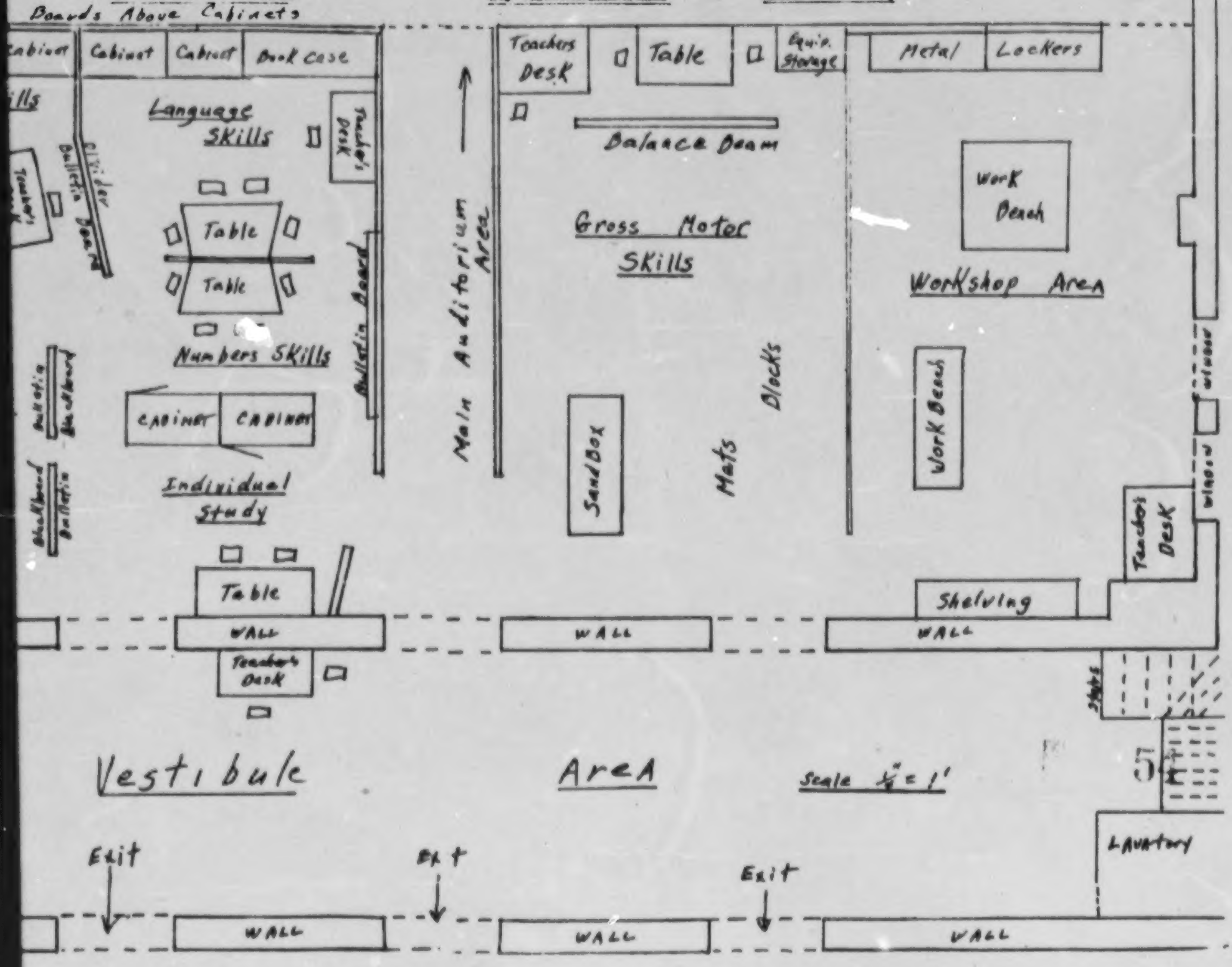
Sample Floor Plan

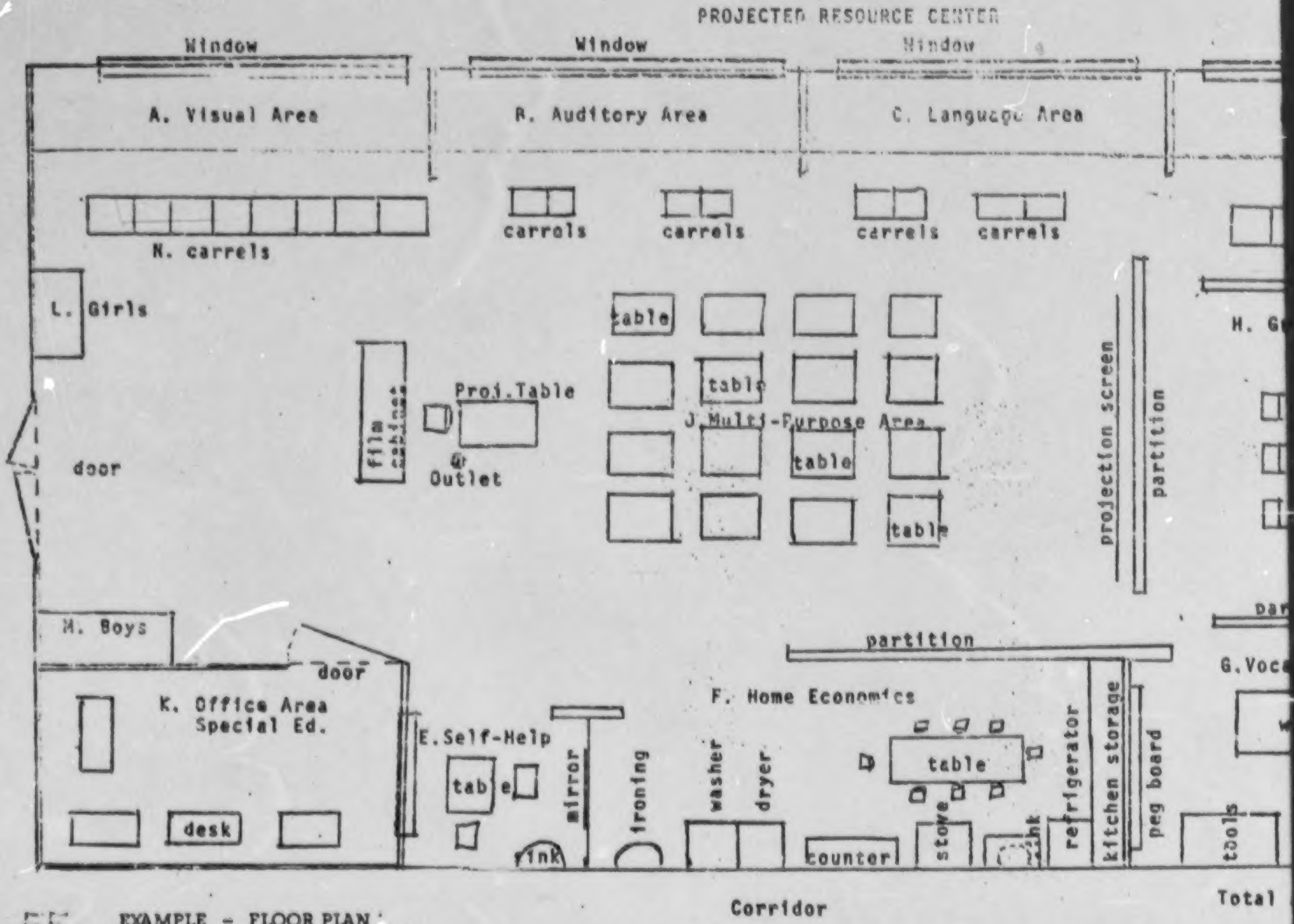

SPEECH THERAPY CENTER
Table
SHELVES
CRISIS ROOM
CAB
CAB
STORAGE AREA
Hallway
Carrels
Individual Study Area
Shelves
Cabinet
LISTENING CENTER
Table
Movable Blackboard
AIDES CENTER
Table
Shelves
Door
MATH CENTER
Table
Blackboard
Carrels
SHELVES
READING CENTER
Table
SHELVES
SHELVES
SHELVES
LANGUAGE ARTS CENTER
Table
Carrels
MEDIA CENTER
Movable Blackboard
Audio Visual Storage
AUDIO VISUAL CENTER
Projection Cart
Screen
Door
PERCEPTUAL MOTOR SKILLS CENTER
Blackboard
Rug Area
Perceptual Training Equipment
SHELVES
SHELVES
ACTIVITY CENTER
Sink
Firedoor

EXAMPLE – FLOOR PLAN


LEARNING RESOURCE CENTE
Bulletin Boards Above Cabinets
File
Cabinet
Cabinet
Cabinet
Cabinet
Cabinet
Book case
Teachers Desk
Table
Equip. Storage
window
Auditory Skills
TABLE
Teacher's Desk
Divider Bulletin Board
Language Skills
Teacher's Desk
Table
Table
Numbers Skills
Bulletin Board
Main Auditorium Area
Balance Beam
Gross Motor Skills
File
Blackboard
Cabinet
window
window
TABLE
Table
Bulletin Blackboard
Blackboard Bulletin
CABINET
CABINET
Individual Study
Sand Box
Mats
Blocks
Visual Skills
Equip. Storage
Shelving
Water Cooler
Table
WALL
WALL
WALL
Teacher's Desk
Crisis Area
Vestibule
Area
Scale
Lavatory
Exit
Exit
Exit
WALL
WALL
WALL

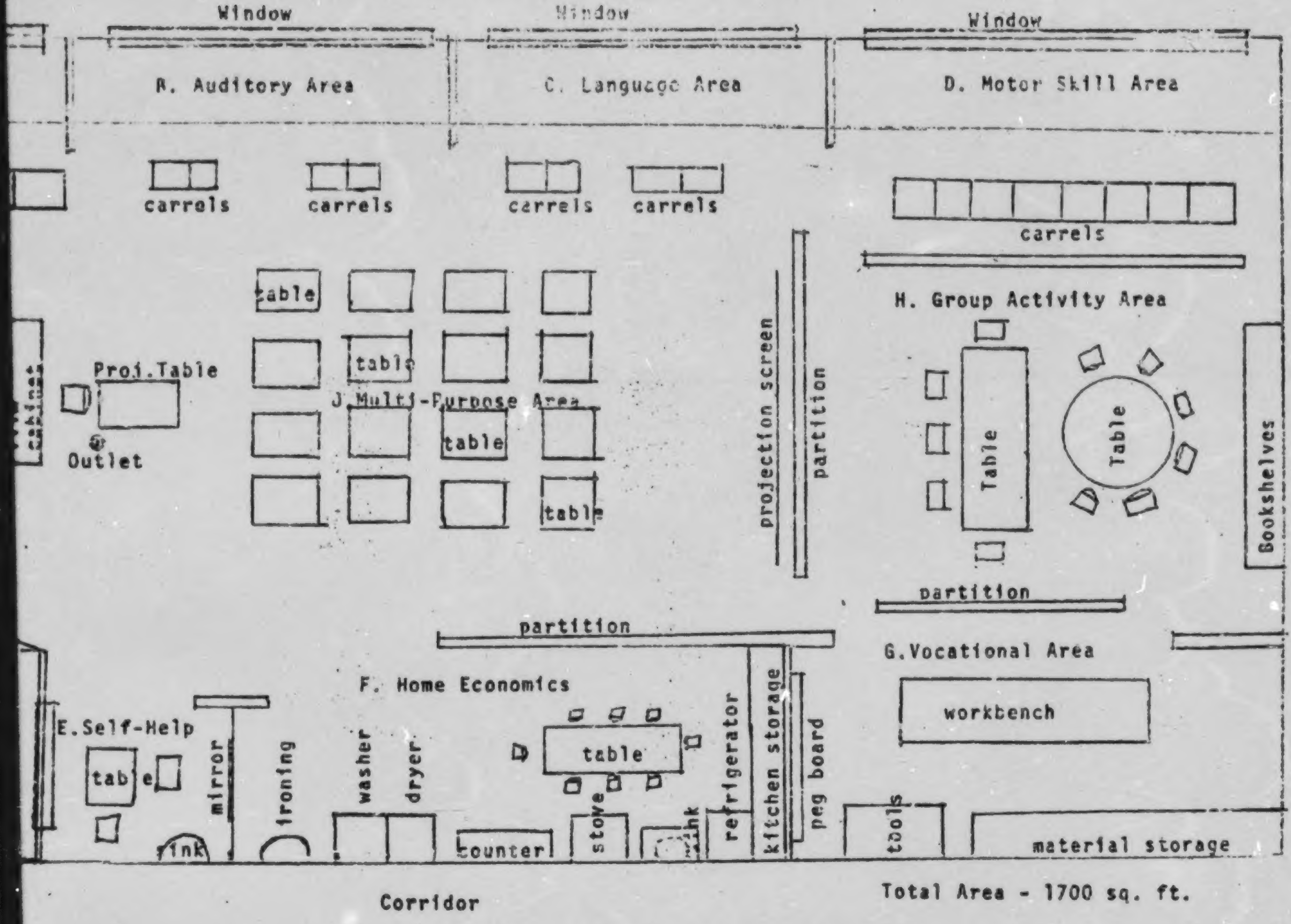
LEARNING RESOURCE CENTER


Boards Above Cabinets
Cabinet
Cabinet
Cabinet
Book Case
Teachers Desk
Table
Equip. Storage
Metal
Lockers
kills
Language Skills
Teacher's Desk
Divider
Bulletin Board
Teacher's Desk
Table
Table
Numbers Skills
Bulletin Board
Main Auditorium Area
Balance Beam
Gross Motor Skills
Work Bench
Workshop Area
Bulletin
Blackboard
CABINET
CABINET
Blackboard
Bulletin
Individual Study
Sand Box
Mats
Blocks
Work Bench
Window
Window
Teacher's Desk
Table
Shelving
WALL
WALL
WALL
Teacher's Desk
Stairs
Vestibule Area
Scale ¼" = 1'
Exit
Exit
Exit
LAVATORY
WALL
WALL
WALL


PROJECTED RESOURCE CENTER
Window
Window
Window
A. Visual Area
B. Auditory Area
C. Language Area
N. carrels
carrels
carrels
carrels
carrels
L. Girls
door
film cabinet
Proj.Table
Outlet
table
table
table
table
J. Multi-Purpose Area
projection screen
partition
H. G
M. Boys
door
K. Office Area Special Ed.
desk
E. Self-Help
table
mirror
sink
ironing
washer
dryer
partition
F. Home Economics
table
counter
stove
sink
refrigerator
kitchen storage
peg board
tools
par
G. Voca
Corridor
Total

EXAMPLE – FLOOR PLAN

PROJECTED RESOURCE CENTER


Window
Window
Window
B. Auditory Area
C. Language Area
D. Motor Skill Area
carrels
carrels
carrels
carrels
carrels
H. Group Activity Area
table
table
table
table
J. Multi-Purpose Area
Proj. Table
Outlet
cabinet
projection screen
partition
Table
Table
Bookshelves
partition
partition
G. Vocational Area
workbench
F. Home Economics
E. Self-Help
table
table
mirror
ironing
washer
dryer
sink
counter
stove
sink
refrigerator
kitchen storage
peg board
tools
material storage
Corridor

Total Area - 1700 sq. ft.

Linwood Public Schools

II. ORGANIZATIONAL STRUCTURE

Child Study Team

Parent Special Ed. Teacher Classroom Teacher Administration

Special Education Child

A. Child Study Team

1. Certified L.D.T.-C, Chairman (serving Belhaven and Poplar).

   (a) Establish system of referral.
   (b) Provide learning disability evaluation and prescription.
   (c) Establish system of daily record keeping.
   (d) Selection of appropriate measuring devices for charting growth.
   (e) Determine instructional materials appropriate to students prescription.
   (f) Develop, distribute, collect and evaluate growth indexes.
   (g) Avail herself to parents whose children function through the L.R.C.
   (h) Direct Special Education curriculum development for the program and faculty.
   (i) Direct in-service training for staff.
   (j) Plan and conduct staff meetings.
   (k) Perform duties related to project not included.

2. Supplemental Instructor, Team Leader, (Belhaven) Permanent elementary certificate.

   (a) Coordination with the L.D.T.-C., principal, team instructors, teachers, and parents.
   (b) See that records are properly maintained.
   (c) To see that the team instructors develop and provide instructional objectives which are designed to carry out the learning prescription. Daily objectives may be planned on a weekly basis.

(d) To see that objective measurement be employed to determine academic and social growth.
(e) Meet periodically with the regular classroom teachers who have classified students in their classrooms.
(f) Meet with parents of children using the Learning Resource Center.
(g) Assign instructional responsibilities to instructors.
(h) Direct distribution of instructional materials.
(i) Prepare Learning Resource Center progress report for the administration.
(j) Meet monthly with the administration.
(k) Prepare media releases if necessary.
(l) Schedule parent-teacher conferences.
(m) Assist in meeting emergency responsibilities.
(n) Perform duties related to the project not included in the job description.

3. (Belhaven) Certificates: Teacher of Handicapped - Special Education Teachers.

(a) Develop in writing individual pupil plans which will include: objectives, expectations, instructional approaches and weekly assessment of performance.
(b) Attend any workshop or meeting the administration or L.D.T.-C feel necessary for continual improvement of their skill in the Learning Resource Center.
(c) Will use individualized prescribed instructional approaches to all students using the center.
(d) Will administer diagnostic testing provided by the L.D.T.-C.
(e) Meet periodically with the regular classroom teachers who have classified students in their classrooms.
(f) Meet weekly with the full team of the Learning Resource Center.
(g) Meet with parents of the students using the Learning Resource Center.
(h) Will monitor and assess growth of students.
(i) Counsel students.
(j) Maintain anecdotal records.
(k) Record data daily which will be summarized and reviewed by the team coordinator weekly.
(l) Instruct students according to their prescriptions.
(m) Fulfill all administrative record requirements.
(n) Maintain student accumulative records for evaluative functions.
(o) Provide grades for each student using the Learning Resource Center.
(p) Produce consumable instructional materials.
(q) Properly maintain all instructional media.
(r) Maintain project filing system.
(s) Assist in meeting emergency responsibilities.
(t) Perform duties related to the project not included in the job description.

4. Title 18 Aide - (Belhaven) Certificate - Permanent Elementary

(a) In general the aide will assist the teacher(s) and students in any possible way to realize the stated objectives.
(b) Specifically the duties of the aide will be as follows:

To assist the teacher(s) in giving students immediate feedback and evaluation of learning activities by correcting students worksheets and materials.

To assist students in the selection and location of various essentials to their learning activities.

To assist, in a tutorial manner, individuals or small groups of individuals who are experiencing difficulty with certain activities.

To assist in various student group discussions whenever possible.

To assist teachers in developing a more complete and varied list of learning activities to be used to accomplish the basic objectives.

(c) In addition, there will be a number of necessary classroom duties such as: filing, typing, recording of information, etc.

5. Principal, Belhaven - Certificate - Elementary School Principal.

(a) Observe staff and make recommendations to the team coordinator.
(b) Set up weekly meetings September and October and bi-monthly meetings November thru June.
(c) Meet with the district LDT-C to discuss the Learning Resource Center.
(d) Avail himself to parents of children functioning through the Learning Resource Center.

SETTING UP A LEARNING-RESOURCE ROOM

BRIGANTINE CENTRAL SCHOOL

(KINDERGARTEN - FOURTH GRADES)

Catherine Kauffman

May, 1973

SETTING UP A LEARNING - RESOURCE ROOM

The decision of the Brigantine School System to institute a Learning Resource Room came about in order to improve the existing special education program by utilizing the materials and "Man Power" already available.

Extensive research and planning by the Administration and Child Study Team led to it's adoption for the school year 1973 - 74. Teacher involvement began in January 1973 with grade level discussions, in service workshops and and visitations of existing Learning Resource Rooms.

The special education program in existence at this time consists of 2 classes for the perceptually-impaired and 1 for the emotionally disturbed. All other classified children are to be transported to nearby school-districts on a tuition basis. The main intent of the L.R.R. is to lessen the stigma of the learning disabled child by "mainstreaming" him into a regular classroom. The child's special needs are to be met, on a individual basis, through prescriptive teaching in the L.R.R.

The proposed program has the added appeal, to the Board Of Education, of being more economical, due to the fact, that several children presently being transported to other districts will now be taken care of through this new program.

State restrictions have recently cut out initial plans to provide enrichment services to more advanced students. We are hoping to work them into L.R.R. at a later date. Children in need of remedial-reading instruction will be serviced by our full time reading instructor. As of htis date, the L.R.R. will be working with only the 46 classified children in our primary grades. It is our goal to include many more children with academic needs as soon as possible.

Three teachers, certified to teach handicapped pupils, will staff the Center, along with three trained aides. The Learning Disabilities Teacher Consultant will be in charge of setting up the program and working out most of the individual prescriptions with their present teachers. The L.D.T.C. will also serve as Teacher - Coordinator for the first three months. After that time the job will be transferred to me as one of the R.R. teachers. Weekly meetings will be scheduled with each child's classroom teacher. The difficult job of scheduling will be shared by the building principal and the L.D.T.C. Time spent in the Resource Room will vary from 25% to 75% of the school day according to the needs of the student.

The proposed physical set-up of the room, (which I have attached a plan of) will not necessitate very much in the line of alterations. It will need rewiring and improved lighting, however. It is the existing auditorium. There is a movable wall in the middle and a stage at one end. The room will be divided into eight centers: *speech therapy center, film strip center, math center, motor skills center, listening center, reading center, emotionally maladjusted center, and a technology for children center.

* The speech therapist will be using part of the stage 21/2 days of the week athough she is not officially a part of the L.R.R.

Parent - volunteers and student-teachers will be solicited in January, or before, if it appears that the R.R. is functioning smoothly by then.

The Crisis Room is presently a combination cloak-room - stage-entry room. It is quite large and well lit. The purpose of this room is to have a place for an emotionally frustrated, or upset child to go to settle down. There will be a punching bag available to release pent up energy; as well as a record player with carefully selected records for relaxation. A teacher would accompany any child, who needs this crisis room, to provide sympathetic counseling.

The first three days of school next September will be four hour sessions with the afternoons spent in In-Service Workshops to lay the ground work for use of the Learning Resource Room.

The Brigantine North Middle School has just begun to plan a R.R. for their students but details have not been worked out as yet. A teacher has been hired for this position so it is definite but the program is not available for inclusion at this time.

Very little information was available to me for my own program but I have tried to present it as it appears to me although I expect many changes before September.

"MAINSTREAMING SPECIAL EDUCATION"

A Working Workshop Agenda

Monday - July 29

Welcome and Introductions

Topic

1. Philosophy of Mainstreaming
2. Alternatives for Mainstreaming
3. Overview of Resource Room Programs
4. Resource Room Programs in South Jersey

Tuesday - July 30

Topic

"Paving The Way"

1. The Need and Feasibility of Resource Rooms
2. Acceptance Finding Strategies

Individual and Small Work Group Sessions

Wednesday - July 31

Topic

"Program Planning and Development"

1. Program Goals and Objectives
2. Program Services
3. Instructional Strategies
4. Staffing Patterns

Individual and Small Group Work Sessions

Thursday -

Topic

"Program Implementation and Operation"

1. Inservice training
2. Selection and Referral Processes
3. Assessment and Reporting
4. Program Evaluation Strategies

Individual and Small Group Work Sessions

Friday

Topic

"Communications and Public Relations"

1. Program Publicity
2. Special Education/General Education Relationships

Workshop Coordinator

Mr. Arthur Rainear
Supervisor of Special Education
Educational Improvement Center

Workshop Consultants

Mr. Gregory Donahue
Coordinator of Special Education
Ocean City Public Schools

Mr. Robert Ferrara
Learning Disabilities Teacher Consultant
Camden City Public Schools

Winslow Conference

General Program Plans

Monday, March 26, 1973

A.M. Keynote: National Trends in Alternative Programming in Special Education - Dr. Frank Hewett, University of California, Los Angeles, Calf.

P.M. Resource Room Workshops

. select five in priority order
. you will be assigned to three

Module #

1. Centers for Prescriptive Education - East Windsor Regional Public Schools. Includes N.I., E.D., S.M., and EMR; multi-level unit, open classroom approach; differentiated staffing.

2. Workshop Centers - Lenape Regional High School District. Includes E.M.R. and E.D.; Comprehensive High School.

3. Learning Resource Center - Voorhees Township Public Schools. Includes N.I., E.M.R., and Multi Handi; Elementary School. Individualized Instruction; LRC designed facility.

4. Temple/Philadelphia Resource Rooms - Temple University, Philadelphia Public Schools. Includes classified and non-classified children; urban elementary; Individualized Instruction.

5. Skill Improvement Centers - Willingboro Public Schools. Includes N.I., P.I., E.D. and E.M.R.; Elementary and Secondary; Individualized Instruction.

6. Learning Center - Winslow Public Schools. Includes N.I., P.I., and EMR; Elementary; Individualized Instruction.

7. Learning Center - Linwood Public Schools. Includes N.I., P.I., E.D., and E.M.R., Departmentalized Middle School; Individualized Instruction.

8. Learning Centers - Marshallton-McKean Public Schools Includes classified and non-classified children; K-3, 4-5, and Middle School; Behavior Modification; Reinforcement Rooms; Individualized Instruction.

9. Prescriptive Teaching Workshop - New Providence Public Schools. Includes N.I., P.I., E.D., and E.M.R.; Elementary; Individualized Instruction.

10. Diagnostic Teacher Program - William and Mary College Includes N.I., P.I., E.D., S.M., E.M.R. and Multi-Handi.; Elementary and Secondary; Differentiated Staffing; Individualized Instruction.

11. Media and Materials for Resource Rooms - EIC/SEIMC-SJ Presentation and discussion of media and materials - type, quantity, etc.

Tuesday, March 26, 1973

A.M. Strategies for Implementing Resource Rooms

Small group work sessions for "change team"
Participants only program
Presentors will serve as facilitators and consultants

P.M. Developing Plans of Action

Same as above

MAINSTREAMING

PRESENTATION NOTES

ART RAINEAR

1. Historical Overview of Special Education

   A. 1900's-1940's - Philosophy of non-acceptance and isolation of the handicapped. Institutionalization and/or homebound responsibility for the handicapped. Services primarily for the low incidence handicapped, i.e., deaf.

   B. 1940's-1950's - Few public classes. Limited services to the handicapped.

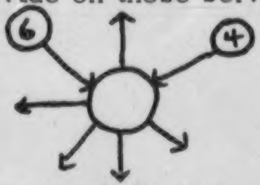
   C. 1954 - Beadleston Act - Mandatory programs for handicapped. $16 million estimated cost.

   D. 1960's - Mushroom of classes. Amendments to the Beadleston Act. Advent of the Child Study Teams. Emphasis on guarantee of services.

   E. 1973 - 175,000 children, $85 million, 65 % of handicapped children served, Continuing trend towards increased enrollments in special education. Significant underachievement in regular education, ultimately end up with special classes out numbering regular education.

   F. 1973 - Today Concept of Mainstreaming - mainstreaming of: Parents
   Teachers
   Administrators
   Students

      a. Concept parallels - general philosophy of individual rights
      b. Concept - to provide on those services necessary when necessary
      c. Reversal



      d. More 200 programs in 40 districts - 17 - 18 in Camden

II. Traditional Philosophy

A. Philosophy of General Education - "Out of Sight - Out of Mind"

B. Traditional Curriculum does not meet the needs of the average let alone the slow learner.

C. Teachers tend to be measured by student achievement and there is much more reflected glory to be gained from the bright then from the dull. Consequently, lack of achievement has a negative connotation. It is not a topic of comfortable conversation.

D. Admin. Practice: Give the slow classes to poorer teachers or to new inexperienced teachers.

E. Parallel railroad concept between special education and general education.

III. Change in Philosophy - General Societal Trend and Universal Responsibility for Education of All.

A. During 1960, society's attitudes toward handicapped underwent a subtle change.

1. New trends towards comprehensive care.

2. Accommodations to allow the handicapped to more fully participate in his/her environment (ramps, etc.).

3. Education began to broaden the concept of handicapped to include any children who required specialized services.

4. Responsibility for the special child moved into the realm of the total educational community.

5. Placement and programs and curriculum more prescriptive and based upon individual's needs rather than categories of children.

6. Emphasis on minimizing the special child's abnormality.

7. One primary purpose of self-contained classes was to ensure services. The development of C.S.f. removed the need to insure services through self - contained classes.

B. Major impetus for change was based upon overall reassessment of special education and the impact of special education programs.

1. Dunn - 1968 - Is Special Education for the Mildly Retarded Justifiable?

a. Regular teachers and administrators felt they were doing children a favor by removing them from an inappropiate program of studies.

b. Special Ed personnel also believed children would make greater progress in special schools and classes.

2. Evidence to the contrary

a. What we basically accomplished was removal of pressure from the regular educational program rather than the special children.

b. A self-contained environment is not conductive to learning. i.e., no models.

c. Academic performance was only minimal.

d. May have reduced some degree of academic performance but substantially increased overall social pressures - stigma.

3. Goals of Special Ed. vs Methods of Achieving

a. Independent functioning in community vs sheltered self-contained program.

b. Recognition that all children learn differently.

c. Trend towards individualized and prescriptive teaching methods.

d. Rights of Individuals - litigation

Right to Care cases
Right to Education

IV. Why Mainstreaming!

A. Capability to deliver special services -
1. Team personnel expertise
2. Improved assessment technique
3. More individualized instruction
4. Better instructional materials

B. Parent Concerns - many parents never wanted children in programs but no other way of helping children.

C. Rejection of Labeling - effects way people are treated, underestimate people at times.

D. Court Actions - Pa. court case, Wash. D.C. court case, unconstitutional segregation, Right To Education.

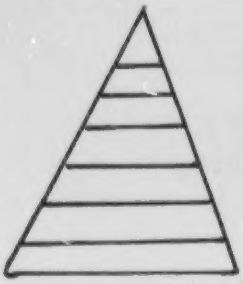
E. Reliability of intelligence test questioned, i.e., black students

F. Effectiveness of special ed. classes - Research studies and special ed. Professional Questioning

G. General Philosophy of American Education - Individualized non-graded program.

V. Levels of Mainstreaming - Winslow Findings
- Compare to child home placement

1. Regular	1. Normal Family
2. Supplemental	2. One Parent (stepparent)
3. Resource Room	3. One Parent (big brother)
4. Self Contained	4. One Parent
5. Regional	5. Foster Home
6. Private	6. Group Home
7. Institution	7. Institution



VI. Characteristics of Special Children

More normal than abnormal, love, affection, understanding

Difficult often to see difference

Some are only academically deficient
Some are difficult in only specific areas

Concept of Special Children - Any Child who needs special services.
Regular
Supplemental
Resource Room
Self-Contained
Private Placement
Institution

VII. Needs

Five Needs of the Special Learner

(a) belonging
(b) socialization
(c) love
(d) self-concept
(e) creativity and freedom

VIII. Special Child in the Regular Classroom

A. Interpersonal Relation

1. Special learner has basically received impersonal treatment and has been an educational spectator.
2. Interpersonal relationships are usually more crucial to the special learner than the average or bright.
3. The bright child often learns in spite of school. The average child can weather the storm. The special child is at the mercy of the school.
4. The teacher who can be a good listener may be the child's first real audience.
5. Special learners must feel they are part of a group.
6. Most special learners come from non-middle class background.
7. Re-direct emotional reactions to acceptable channels.
8. Special learners do not function well in terms of abstractions and values. They often don't understand sarcasm.
9. Should punishment be unavoidable, try to explain the reasons behind it. If possible, punishment should be a learning experience.
10. Play it cool. An angry teacher is in no condition to make wise judgements about punishment.
11. Over-protecting does not help foster independence.

B. Accommodation Methods

1. Group special learners in a flexible, rather than rigid, grouping. Keep in mind that the childrens special needs, abilities and interests can be effective bases for grouping.
2. In your teaching, try to get as much feedback as possible. Ask frequent questions to keep a constant check on attention and learning. Drain the pupils out, leading them to right answers. Get the learners to respond and participate. Avoid lecturing.
3. Present materials in short periods of time with a change of activity between. (10 to 20 minutes duration).

4. Gear your instruction at the lowest level of ability during large group instruction. If you teach for the middle or upper level, you will miss the lower level entirely. Whereas the reverse is not true.

5. Isolate concepts, keeping them clear, simple and direct. Abstractions are extremely difficult for special learners.

6. In activities that involve thinking processes, help the pupils think through to the correct answer; literally steer them along the right course. Avoid having them make wild guesses.

7. Emphasize success, reward correct responses and don't react emotionally to an incorrect response. Continually give the learner evidence of his ability to succeed.

8. Knowing that the special learning will not be able to cover as much material as normal for the bright pupils, concentrate on those aspects of the curriculum that are basic to further progress. It is better for special learners to master a few skills than to attempt to cover a great many poorly.

9. Remember, it is the teacher, not the materials or the curriculum, that is most important to the special learner. Try to relate to him in the most effective way you can. The teacher sets the stage for the learning that takes place.

C. Time vs. Progress

Some teachers feel that they are giving their special learners too much of their time with too little return for their efforts. Progress is not as evident with special learners as it is with the average bright pupil. However, the small amount of progress made by the special learner may be far more crucial to his development than the much greater amount made by the brighter pupil.

The teacher should also remember that although the bright student may be influenced or even taught by many people, the special learner may not have anyone who is working to help him but the teacher. The help the special learner receives at school, may mean the difference between his becoming self-supporting citizen or a ward of society.

IX. Place in position of handicapped
    Cow Picture

X. Walk in Another Pair Of Shoes - Filmstrip/Cassette Program

XI. Operations of L.R.C.
    Assessment
    Remediation

EDUCATIONAL IMPROVEMENT CENTER

Some Results Of Research

A. Grand Rapids Performance Contract - EMR ages 5 - 16 with average I.Q. of 59.

Pre-mainstream - .2 grade equivalent per year
Mainstream - 1.0 in math) 7 months
.6 in reading)
significant increase in attendance and attitude
30 minutes per day of math and reading

B. Research Institute for Educational Problems - Social Acceptance Of E.M.R. Integrated in Regular Ed.

Utilized sociometric questionnaires with three groups:

normal)
integrated EMR) 36 at primary and intermediate level
segregated EMR)

Results:
(1) E.M.R. in both settings more rejected than normal

(2) Younger children more accepting

(3) Girls more accepting than boys

(4) Integrated more rejected than segregated by boys but not by girls

(5) labelling may effect expectations that normal children maintain for them

(6) small behavior rejected when exhibited by normals may not result in social rejection when exhibited by classified EMR

C. Scarborough Bd. of Education

Study of students from special classes who have been returned to regular class.

1. Consideration given to: academic achievement
personal/social adjustment
peer relationships
student perceptions

57 special ed. students studied (EMR, P.I., E.D., multiple handicap)

2. Questionnaires distributed to class teachers and students.

3. Findings -

(a) EMR did not achieve at the grade level recommended

(b) Overall adjustment was the same for all groups

(c) Teacher of regular classes perceived little difference in the social acceptance of different groups

(d) Special students gave favorable responses to the feelings about regular class

D. Temple University - Teacher Attitudes Associated with the Integration of Handicapped Children

1. Survey to elicit: attitudes toward integration
potential of speed for
academic and social adjustment
need for special materials and methods
six elementary schools

2. Resource Room had slight to moderate effect in attitudes
Raised question regarding the feasibility
Indicated a need to better prepare classroom teachers

E. Temple University

Placement of Sp. Ed. Students

Over two-thirds of children studied met three or less of the five Criteria the author assumed necessary for placement in special class.

F. Temple University

An Experimental Resource Room for Behavior Problem Children

1. Experimental and control groups in three schools with 40 - 50 children in each grade 2 - 6.

2. Significant academic achievement and decrease in non-attending behaviors.

G. Mayerowitz - Self-derogation in Young Retardates and Special Class Placement.

1. Control group - EMR in regular
Experimental - special class EMR
Purpose to prepare self concept
127 children I.Q. 60-85

60 normal children
EMR more self-derogatory than normal
EMR in special class more self-derogatory than those in regular class

H. Ann Carroll - Effects of Segregated and Partially Integrated School Programs on Self Concept and Academic Achievement of EMR

1. 39 subjects I.Q. 60 to 80 at elementary level
   19 integrated
   20 segregated

2. Special classes had less self concept growth

   Special class had less academic achievement (only partially substantiated).

A WALK IN ANOTHER PAIR OF SHOES

General Information

A Walk in Another Pair Of Shoes is an audio-visual production to explain some of the problems encountered by neurologically handicapped children to other children. The emphasis is on how it feels to be handicapped and on how a normal child can be of assistance to a handicapped friend.

While it was written with the elementary school aged child in mind, it has been found to be of considerable interest to teachers, parents, pre-school mothers groups, and other adults who work with the handicapped children.

The production is 18 1/2 minutes in length, and consists of a film strip or set of film slides, with synchronized cassette recording tape. The recording tape has "clicks" which signal time to change the film strip or slide frame. These changes are also shown in the attached script, denoted by the *'s.

The narration of this production is done by Ernie Ford. Because of our agreement with him and with the author and producer, it is stipulated that this production may not, under any circumstances, be used for financial profit.

The most satisfactory results in showing the filmstrip production will be obtained by using a film strip projector having a 500 watt bulb in a darkened room.

The film slides are packed in a 140 size carousel tray and may be used on any slide projector which will accept a Kodak 140 size carousel tray.

For additional information, please write to the publications chairman, California Association For Neurologically Handicapped Children, P.O. Box 604, Main Office, Los Angeles, Ca. 90053.

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III. ASSESSMENT AND REPORTING

EXAMPLE - STUDENT PROGRESS REPORT

WASHINGTON TOWNSHIP PUBLIC SCHOOLS
DEPARTMENT OF STUDENT PERSONNEL SERVICES

Re: Mathematics Progress   Resource Room

Date Accomplished ________

AREA:

I.

1. Counting to 30
2. Using math language describing size, shape, quantity, order, and position
3. Reading and writing numerals from 1 to 9
4. Comparing groups or sets with 1 to 9

II.

1. Reading, writing, and counting numerals from 1 to 50
2. Adding and subtracting numbers with sums thru 5, using vertical and horizontal forms
3. Recognizing coins
4. Solving number problems orally
5. Recognizing plane geometry figures such as circle, square, and triangle
6. Telling time to the hour

III.

1. Reading and counting numerals from 1 to 100
2. Adding and subtracting numbers with sums thru 9
3. Telling time to the half hour
4. Using a ruler and reading a thermometer
5. Using measures such as quart, pint and half-pint

IV.

1. Adding and subtracting numbers with sums to 10
2. Understanding place value meaning of 2 digit numerals
3. Adding and subtracting tens
4. Solving written word problems
5. Multiplying and dividing numbers with products to 10
6. Telling time to the quarter hour

V.

1. Counting by 2's, 5's, and 10's to 100
2. Adding and subtracting numbers with sums to 18
3. Multiplying and dividing numbers with products to 18
4. Adding three or more addends
5. Recognizing and using money symbols ($, ¢)

AREA:

VII.

1. Counting by 3's and 4's
2. Developing understanding of thousands
3. Multiplying and dividing numbers with products to 81
4. Learning "carrying and borrowing"
5. Adding and subtracting hundreds
6. Multiplying tens by ones without regrouping

VIII.

1. Adding and subtracting hundreds with regrouping
2. Multiplying and dividing tens with regrouping
3. Dividing with remainders
4. Using Roman numerals
5. Solving 2 step problems
6. Using intuitive geometry (points, lines, shapes, planes, and regions)

IX.

1. Providing enrichment experiences for children who have completed previous skills and describe them.

EXAMPLE - BEHAVIORAL REPORT

TO: All Teachers
FROM: The Resource Room

BEHAVIORAL CHECKLIST

TEACHER ______________

NAME ______________ DATE ______________

	1	2	3
UNKEPT APPEARANCE			
AWKWARD OR CLUMSY			
RESTLESS (Fidgety)			
ANXIOUS			
TENSE (Motor expression of anxiety)			
IRRITABLE			
WITHDRAWN (Shut-in quality)			
PASSIVE (Lacks initiative and response)			
DEPRESSED			
PREOCCUPIED			
HYPERSENSITIVE (Easily stimulated by real or imagined hurts)			
TIRES EASILY			
TICS (Involuntary motor acts)			
PHYSICAL COMPLAINTS (Headaches, stomach aches)			
DAYDREAMS			
MOOD CHANGES			
SHORT ATTENTION SPAN			
DISTRACTIBLE			
FRUSTRATES EASILY			
HYPERACTIVITY			
TANTRUMS			
OTHER:			

TO: All teachers
FROM: The Resource Room

SOCIAL CHECKLIST

TEACHER ____________________

NAME ________________________ DATE ______________

	1	2	3
VERBAL AGGRESSION (Hostile verbal attack)			
PHYSICAL AGGRESSION (Hostile physical attack)			
BULLIES			
DESTRUCTIVE (Causes damage to property)			
LACKS SELF-CONTROL			
IMPULSIVE			
DISRUPTIVE			
DISOBEDIENT			
REJECTS AUTHORITY			
DISCOURTEOUS			
INCONSIDERATE			
EXCESSIVE TALKING			
INAPPROPRIATE LANGUAGE			
POOR LOSER			
IMMATURE BEHAVIOR			
GROUP WORK DIFFICULTY			
NEGATIVE ATTITUDE			
STEALS			
LIES			
AVOIDS EYE CONTACT			
STUTTERS			
POOR SENTENCE STRUCTURE			
INAPPROPRIATE VOLUME (Too loud; Too soft)			
OTHER:			

1 Often 2 Seldom 3 Never

EXAMPLE - TEACHER INPUT FORM

To: Teachers

From: Resource Room

Fill out and return to me before our bi-monthly meeting. This form will enable me to work better with the students.

	YES	NO
1. Is the student failing any subject?		
2. Is he working with interest?		
3. Is he a behavior problem in class?		
4. Do you see any problems in the future?		
5. Do you see any academic improvement?		
6. Do you see any behavior improvement?		

This must be returned before our meeting!

EXAMPLE - STUDENT CONTRACTS

CONTRACT

____

I, ______________________________ HEREBY DECLARE THAT I WILL

____

THIS JOB WILL BE CONSIDERED SUCCESSFUL IF ____________________

____

FOR THE SUCCESSFUL COMPLETION OF THE ABOVE JOB YOU MAY HAVE

____

DATE ______________________ ______________________

CONTRACT

For an A in Math

1. Complete 1/2 of mathbook the student is now placed in.
2. Get 90% of the problems in the final test in the mathbook correct.
3. Get at least 80% average on teacher-made tests.

For a B in Math

1. Complete 1/2 of the mathbook the student is now placed in.
2. Get between 80% and 89% of the problems in the final test correct.
3. Get at least a 70% average on teacher-made tests.

For a C in Math

For a D in Math

DATE ________________ SIGNATURE ____________________

SIGNATURE ____________________

LINWOOD SCHOOLS CHILD STUDY TEAM
PROGRESS REPORT

NAME: ______________________________

d.o.b. ______________________________

CLASSIFICATION ______________________ Date of Report ____________

GROSS MOTOR (Programs and progress in motor activities, physical education, general health, etc.)

SENSORY-MOTOR INTEGRATION (Programs and progress in motor integration, art, music, etc.)

PERCEPTUAL-MOTOR SKILLS (Programs and progress in perceptual skills, including listening, attention and memory, fine muscle coordination.)

LANGUAGE DEVELOPMENT (Programs and progress in language usage, including functional Level of reading, writing, and spelling.)

PUPIL PROGRESS REPORT BY TEACHER, continued.

CONCEPTUAL SKILLS (Programs and progress in arithmetic understanding, social studies, fund of information, concept development.)

SOCIAL SKILLS (Programs and progress in social and personal development, including self-control, responsibility, and general behavior.)

GENERAL COMMENTS:

What recommendations do you have regarding educational placement and programs for this pupil.

Signed ______________________________
(Teacher)

Signed ______________________________
(Child Study Team Chairman)

Date ______________________________

LINWOOD PUBLIC SCHOOLS

CHILD STUDY TEAM

Educational Progress Report

NAME: ______________________ School: ______________________

CLASSIFICATION: ______________________ Section: ______________________

I. ACADEMIC DEVELOPMENT - (Instructional level, texts and other materials used, skills covered, areas needing improvement.)

A. READING:

Recommendations:

B. MATH:

Recommendations:

C. SOCIAL STUDIES

Recommendations:

Educational Progress Report, con't

D. SCIENCE:

Recommendations:

E. LANGUAGE:

Recommendations:

F. PHYSICAL EDUCATION:

Recommendations:

G. INDUSTRIAL ARTS or HOME ECONOMICS:

Recommendations:

II. SOCIAL SKILLS: (Progress in social and personal development, responsibility, general behavior, areas needing improvement.

III. GENERAL COMMENTS:

TEACHERS:

Child Study Team Chairman

Date

LINWOOD CHILD STUDY CENTER

CLASSROOM TEACHER CONTACT SUMMARY

Pupil: ______________________ Grade: ______________________

Teacher: ______________________ Subject: ______________________

School: ______________________

Problem Areas: (circle)

Academic Behavioral Physical

What do you see as this child's chief problem? (describe briefly)

How have you been handling it in the classroom?

Alternatives:

1.

2.

3.

Signature	Date	Comment
Received by:		
Received by Principal:		
C.S.T. Referral form given to teacher		
C.S.T. Referral forwarded to team		

NEW PROVIDENCE PUBLIC SCHOOLS

Tests

Botel Reading Inventory, Morton Botel
Chicago, Ill.: Follett, 1966

California Achievement Tests. Ernest W. Tiegs and Willis W. Clark
Monterey, California: California Tests Bureau, 1957

Frostig Developmental Test of Visual Perception. Marianne Frostig
D. Welty Lefever, John R. B. Whittlesey and Phyllis Maslow
Chicago, Ill.: Follett, 1964

Illinois Test of Psycholinguistic Abilities. S. A. Kirk, and James J. McCarthy,
and Winifred Kirk
Urbana, Ill.: University of Illinois Press, 1968

Inventory of Readiness Skills. Roseburg, Oregon:
Educational Programmers Company

Iowa Test of Basic Skills
Hightstown, New Jersey: California Test Bureau

Metropolitan Readiness Test. Gertrude H. Hildreth, Nellie L. Griffiths,
and Mary McGauvran
New York, New York: Harcourt, Brace and World, 1966

Peabody Picture Vocabulary Test. L. N. Dunn
Minneapolis, Minn.: American Guidance Service, 1959

A Psychoeducational Evaluation of Basic Learning Abilities
Palo Alto, California: Fearon Publishers

Public School Achievement Test
Indianapolis, Indiana: Bobbs-Merrill Company, Inc.

The Raven Progressive Matrices with Crichton Vocabulary Scale
J. S. Raven.
London, England: H. K. Lewis and Co., 1956

S. R. A. Test Battery

Wepmann Auditory Discrimination Test. Joseph Wepman.
Chicago, Ill.: Language and Research Associates, 1958

Wide Range Achievement Test. J. F. Jastak, S. W. Bijou, and S. R. Jastak
Wilmington, Delaware: Guidance Associates, 1956

IV. SCHEDULES, PRESCRIPTIONS, AND INSTRUCTION

LINWOOD PUBLIC SCHOOLS

ORGANIZATIONAL PATTERN

The term "resource" generally applies to materials and educational hardware. Our system, however, considers the staffing of the Learning Resource Center its most valuable resource, This staff will be responsible for guidance of the classified child's total academic program in accordance with the Child Study Team findings.

Classification and special class placement are not, and should not, be considered synonymous terms. Thus, the basic promise of our center will be to program placement and instruction according to individual needs.

The classified child will be programmed into as many regular class situations as possible. A child who is unable to meet success for either social or academic reasons in the regular class placement will then be provided with an individual instructional program through the Learning Resource Center.

Previously, many of our classified children left their special class to attend regular classes. Even though many met academic and social success, they were unable to shake off the "label" as they always had to return to "that" room!

Absorbing classified children into the mainstream will help eliminate this social stigma. Similarly, our classified children will only be placed in regular classroom situations where they will be guaranteed an opportunity to meet success.

Classified children who are capable will attend homeroom, art, music, physical education, lunch, shop and home economic with their scheduled sectional groupings.

Academic programming will be based on the needs established through the learning disabilities evaluation obtained during classification procedures.

Many classified children will be able to find success in the small remedial sections available at each grade level. However, if required, the Learning Resource Center will have the staff and materials necessary to provide 100% of the classified child's daily classroom needs.

By staffing and equipping one Learning Resource Center we would eliminate redunded spending procedures and allow for a broader academic and social program to be available for the children. Similarly, the combined efforts of several special education teachers would allow the teachers to identify and work in the areas of their own teaching strengths. Thus our Learning Resource Center will be designed for total academic and social interchange and maintain itself as an important part of the school's entire instructional program.

RESOURCE ROOM PROGRAM FOR HANDICAPPED PUPILS

1. OBJECTIVES

The Linwood, New Jersey Schools have committed themselves to the goal of meeting individual needs. Research studies have indicated that the self-contained special education classroom is not an effective means of meeting the needs of classified children.

Brown states that "A good program for mentally handicapped children would be one that re-establishes feelings of security and adequacy and above all restores the child's self-respect."

Similarly, Hutt and Gibby comment, "The intellectual functioning of a child cannot be considered apart from his emotional and personality functions. Each of these does not exist as a separate thing....we must deal with the whole child in all of his complexities."

With the above information in mind the Linwood Schools are seeking to develop a system of special educational programming with the classified child as the focal point. It is our plan to center the educational resources around the individual needs of the classified child.

This will be done by breaking two barriers for the child. The first barrier is that of isolation in the self-contained special education classroom. Here our special education student is subject to "labeling" and the self-concept is often in accordance with mental age expectancies. The second barrier is that of successful intergration into the regular classroom.

The school's philosophy is to program for the individual needs of classified children. Mere Placement in a special education self-contained classroom does not guarantee that the classified child's needs are being met. Full intergration into the regular classroom situation is not synonymous with success either. Thus proper programming will allow for both settings to be available for the academic and social needs of the individual classified child. The balance of special class placement and regular classroom placement will be obtained through the establishment of a LEARNING RESOURCE CENTER.

In the initial stages the resources available through this center will be provided only for classified handicapped children. As the program proves successful additional staff will be secured to provide programming for accelerated and remedial students.

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1. Kenneth G. Brown, "Procedures Affecting Social Adjustment" Personnel and Guidance, Vol. 46, No. 7, March, 1968, p.660
2. Max L. Hutt and Robert Gibby, "The Mentally Retarded Child." (First Edition, Boston: Allyn and Bacon, Inc., 1968), p. 28

OCEAN CITY PUBLIC SCHOOL

IMPLEMENTATION OF OBJECTIVES

Objective 1: All classified children who may profit from integration will be returned to the regular classroom for a specified portion of the school day.

Strategy:

1. Teacher referral is the first level of identification of learning disabled children for classification.
2. A Child Study Team evaluation.
3. Determine child's maximum capability for integration.
4. Capability determined by Child Study Team, child's teacher, resource room teacher and other involved professional personnel.
5. Classroom placement of classified child will be determined by school principal and resource room personnel.
   a. Placement will not take place arbitrarily, but with teacher consent.
   b. Classroom size.
   c. Emotional and social setting of the classroom.

Objective 2: An organizational pattern will be designed which will allow Special Education students to be scheduled to a resource room for prescriptive teaching based on the evaluation of the Child Study Team, the child's teacher and other involved professional personnel.

Strategy:

1. Time spent in the resource room is determined by the Child Study Team, child's teacher, resource room teacher and other involved professional personnel.
2. Scheduling for resource room will attempt to allow for maximum participation in regular classroom activities.
3. Scheduling is flexible based on child's progress as determined by resource room teacher and classroom teacher.
4. Classified children receive individually prescribed instruction based upon their learning strengths and weaknesses.
5. Prescriptive teaching will attempt to strengthen learning skills in math, reading and language arts, as well as training in perceptual and motor skills.
6. Cooperative planning between classroom teacher and resource room teacher will enable successful completion of a prescriptive teaching program.
7. The classroom teacher and resource room teacher plan cooperatively for observation of the child in the resource room and regular classroom settings to note academic achievement.

Objective 3: The instructional model will continue to provide a self-contained educational setting for those children whise learning problems warrant it.

Strategy:

1. Placement of a classified child in a self-contained setting will be on the basis of the child's physical, learning and functional abilities as well as his social and emotional development.
2. If at all possible, these children should participate in physical education, art, music, and opening exercises with their assigned class.

Objective 4: The resource room will allow the behaviorally disturbed child to return to the regular class as soon as possible via a program which will re-educate the child away from his unacceptable behavior and toward acceptable, satisfying behavior patterns necessary for functioning in the regular classroom.

Strategy:

1. Individually precribed behavior modification techniques will be used.
2. The disturbed child id removed from the regular classroom only at the time when he can no longer function in the normal classroom situation.
3. The adjustment period for changing behavior may last a given period of time and/or be scheduled daily and the schedule may be open ended.
4. The classroom teacher and the resource room teacher plan cooperatively for observation of the child in the resource room and regular classroom settings to note any change in behavior.
5. The behavior norms for each child will be based upon expectations of his regular classroom teacher.

Objective 5: The resource room will provide for more individualized instruction by utilizing community volunteers, paraprofessionals and students.

Strategy:

1. Interests and abilities of community volunteers will augment the behavior modification program.
2. Paraprofessionals and community volunteers will facilitate learning through establishment of a one-to-one relationship to children.
3. Interested Intermediate School students as recommended by the classroom teacher will reinforce learning through participation in resource room activities.
4. Limited use of local Ocean City High School and college students is planned.

Objective 6: The betterment of public relations between the community and school will be effected through the resource room's involvement of citizens in the community.

Strategy:

1. Presentations by the school principal and resource room teachers to community organizations concerning involvement in the resource room program.
2. Periodic parent-teacher conferences. A maximum of three is suggested.
3. Periodic "progress reports" by principal to PTA.

Objective 7: The resource room will offer both remedial and enrichment activities. It is hoped that as soon as possible, children considered average or above average could be included in these activities. See attached Forms R-1 and R-2.

Strategy:

1. Remedial activities will not include those "slow learners" if they are working to their capacity. The regular classroom is considered to be the ideal learning environment and should take preference over the resource room if the child's needs are met.
2. Through classroom teacher referral, above-average children will participate in all resource room activities.
3. Both remedial and enrichment activities would be planned in cooperation with the regular classroom teacher.
4. Remedial help will include those children who have behavior or academic problems.
5. The resource room will accommodate crisis oriented behavior at all times during the school day.

Objective 8: The resource room will provide a library of materials on learning disabilities.

Strategy:

1. A professional library in the field of Special Education will be located in the resource room.
2. Materials used in the resource room are available to the regular classroom teacher upon request. (See Attached Form M-1).
3. In service sessions concerning the resource room and all phases of Special Education will be held at the principal's discretion.

Objective 9: The resource room will provide the opportunity for a continuous educational program throughout the year.

Strategy:

1. Implementation of a summer school program for classified handicapped children.
2. Handicapped children will be registered in the regular summer school program or exclusively in the resource room program.
3. A separate summer school program for the resource room will be developed by the resource room teachers upon the successful completion of Objectives 1 through 7 and the approval of the school administration and the Board of Education.

TEACHING STRATEGIES

1. The resource room teachers will implement the evaluative information incorporating the following:

    a. The conditions and methods through which the student learns most effectively.
    b. Specific skills needed by the learner.
    c. Objectives stated in the behavioral terms to meet these skills.
    d. Selection and/or development of appropriate instructional materials.
    e. Instruct aides and volunteers in their duties.
    f. Instruct aides in proper use of materials and equipment.
    g. Counseling of students, if necessary, to ensure success in the program.
    h. See attached Forms P-1, LA-1.

2. The resource room teachers will use effective management control techniques as determined through:

    a. Development of behavior modification activities.
    b. Determining individual student interest and designing motivational reinforcement accordingly.

3. The resource room teachers will maintain professional evaluative records for all students by:

    a. Employing behavioral objectives.
    b. Using appropriate teacher made and/or standardized tests.
    c. Utilizing individual student conferences.
    d. Holding periodic parent-teacher conferences. (See attached Forms C-1, C-2, C-3)
    e. Holding periodic conferences with regular classroom teachers.
    f. Revising or altering student program based on gathered information from the above.
    g. Utilizing a systematic individual record keeping system.

4. The resource room teachers will control the school environment to meet individual student needs by:

    a. Maintaining positive peer interaction through observation, professional discussion and behavior modification.
    b. Utilizing children's interest, abilities and experiences.
    c. Initiating multi-sensory techniques.
    d. Ensuring participation in large and/or small group activities.

Instructional Strategies

The Workshop Accommodates the more seriously disabled learner in those areas which have proven to be frustrational in the regular classroom. At all other times the child remains in the regular classroom working on appropriate materials and using multi-sensory aids.

The children in the Workshop participate in physical education, music, art, and opening exercises with their assigned class. The purpose is to integrate them into the regular classroom whenever possible. This philosophy of mainstreaming the children into their grade level also applies to academics. For example, a child may participate in his classroom reading group and come to the Workshop for instruction in math. and spelling. In another case a child may come to the Workshop for writing, perceptual skills, and work habits, while participating in his assigned classroom in all academic areas. The amount of time the child spends in the Workshop depends on his needs. The advantage of the Workshop over supplemental tutoring is that it affords the child a large block of time and a continuity of program.

Children are grouped by age level rather than ability or instructional level, with the younger children in the morning and the older children in the afternoon. Quality rather than quantity of time is stressed. One-to-one instruction provides a greater intensity of attention and better results.

No schedule is permanent; all schedules are altered as a child progresses. Children may be phased into regular classrooms throughout the year or may remain in the Workshop for several years. A child released from the Workshop may be subsequently scheduled for attendance if a later need arises. Remedial reading or supplemental instruction may be prescribed for a period of time to support children being released from the Workshop.

Scheduling will also be affected by the number of children from each grade level. Often the greatest number of children may be from one grade level. Therefore, scheduling ia as individual as the children involved. Some children may be scheduled for a block of time in the morning and another block of time in the afternoon. Regular class schedules and special activities will be considered also. It is important to remember that the aim of the Workshop is to support children so they can function in the regular classroom as much as possible. Caution must be taken not to create such a sheltered environment that the children prefer to stay in the Workshop full time when they may be capable of participating in the regular classroom. Accommodation of these youngsters in their own classroom is a thrust for the future.

Multi-sensory approaches to learning skills in math, reading, and language arts are used in the Workshop. Color coding spelling words, sand tracings, and using tapes, controlled readers, and manipulative materials are examples of methods employed. Recognizing and teaching through the strength modality is strongly adhered to in the program. Use of new teaching materials not associated with earlier failures plus revised materials from the regular classroom are basic strategies of the program. A complete list of materials and equipment begins on page 44.

A representative case study, including an evaluation, prescription, and progress reports of the type of child serviced in the Workshop, follows. The continuous improvement in academic and social areas which this record shows is representative of the progress made by students in the Workshop.

OCEAN CITY PUBLIC SCHOOLS

RESOURCE ROOM SCHEDULE

8:30 - 9:15	Preparation
9:15 - 2:40	Resource Room Open
8:30 - 3:20	Crises Room Open
2:45 - 3:30	Planning
11:15 - 1:05	Lunch - Lunch will be staggered for resource room teachers in order to keep room open.

STUDENT SCHEDULING

Students assigned to resource room will be scheduled cooperatively by regular classroom teacher. (See attached Forms S-1 and S-2)

IN CASE OF STUDENT ABSENCE, IT WILL BE NECESSARY TO INTERRUPT CLASSROOM ROUTINE IN ORDER TO REPLACE THE ABSENT STUDENT. REALIZING THAT ALL STUDENTS WILL NEED MORE THAN THEIR ASSIGNED TIME, THE RESOURCE ROOM TEACHER WILL MAXIMIZE THE USE OF THE RESOURCE ROOM BY SCHEDULING CHILDREN IN PLACE OF ABSENTEES. (See attached FormsA-1)

In case of resource room teacher absence, there will be no substitute. Students assigned to the resource room that day will remain in the regular classroom unless re-scheduled to another resource teacher.

Children who are permanently assigned to the resource room and under the supervision of a teacher who is absent, will be absorbed by another resource teacher.

THEY WILL NOT REMAIN IN THE REGULAR CLASSROOM THAT DAY UNLESS HIS OR HER REGULAR CLASSROOM TEACHER SO DESIRES.

LINWOOD PUBLIC SCHOOLS

POLICIES, SERVICES, & SCHEDULING

1. In programming for handicapped children the basic reports necessary for classification will be automatically available to the LDT-C. From these reports on instructional prescription summarizing Child Study Team findings will be compiled for the L.R.C.

2. After classification procedures a system of pre and post-testing will be established for all classified children irregardless of regular class load.

GENERAL ACHIEVEMENT

The Belhaven Avenue and Poplar Avenue Schools presently provides the Iowa of Basic Skills. In addition the Wide Range Achievement Test will be administered to all students programmed through the L.R.C.

3. In addition the L.R.C. staff will pre and post-test in specific skill areas:

Reading - McCracken Standard Reading Inventory, Forms A & B
Gates-McKillop Diagnostic Reading Test, Forms 1 & 2

Spelling - Kottmeyer Diagnostic Spelling Scales, Forms 1 & 2
Gates-McKillop Diagnostic Reading Tests, Form 1 & 2
spelling subtest.

Mathematics - California Arithmetic Test, Allunote forms, Buswell - John
Diagnostic Math Test

Perceptual Development - Frostig, Developmental Test Of Visual
Perception and Slingerland - appropiate levels.

4. Upon completion of pre-testing the scores will be plotted on a grid to note comparison of grade score to mental age expectancy and social responsibility.

5. Pre and post-testing will be on a semester basis for all classified children irregardless of the amount of time spent in the L.R.C.

6. Upon completion of the pre-testing, an individually prescribed instuctional program will be developed according to the strengths and weaknesses noted in both the learning disabilities evaluation and the academic pretesting of the L.R.C. staff.

7. The instructional program will be stated in behavioral objectives and indicate areas in which the classified child would profit from either regular classroom instruction or L.R.C. instructions.

8. Behavioral objectives will include a six week measurement control so that constant evaluation of progress will be noted. Upon conclusion of the six week programming unit new objectives will be set indicating current weaknesses and strengths.

9. When the classified is programmed into the regular classroom the child's behavioral objective will be developed at a conference between the L.R.C. staff and classroom teacher.

10. Classroom teachers who are providing instruction for classified children will be contacted bi-monthly by the supplemental instructor regarding the child's progress. A log shall be maintained of all such contacts and recommendations. If the classroom teacher requests daily contact, this too shall be maintained.

11. When the classified child receives instruction in the Learning Resource Center, a daily log will also be maintained.

12. During the early stages of the program the L.R.C. staff will meet weekly with the L.D. T.-C. and principal. At this time the functioning of the L.R.C. will be discussed along with individual programming plans. As the program develops meetings will be on a bi-monthly basis throughout the year. A log will be maintained by the L.D. T.C. regarding the above meeting.

13. In addition to the previous programs, at least four in-service programs will be geared to the needs expressed by the teachers in dealing with the Learning Resource Center approach to programming for classified children.

PARENT INVOLVEMENT

The Linwood system has the benefit of concerned parents. Many of these parents have classified children. They have organized and function as the Linwood Educational Improvement Association.

This organization has been meeting for one and a half years and been instrumental in procuring additional funds for staffing and equipping the Learning Resource Center. This organization has provided community support to the classroom teachers, Child Study Team Members, Administration and our Board of Education.

In addition, this parent organization meets monthly and plans several summer sessions for the parents of children to be programmed through the Learning Resource Center approach. These sessions will provide for better community awareness and allow parents of handicapped children to understand the function of the L.R.C. prior to the academic year.

In summary, the Linwood Public Schools feels that the combined support of parents, teachers, and community will provide for maximum effort of all concerned in the Learning Resource Center, In turn, this support along with proper programming will provide the classified child with greater chances for a successful public school experience.

14. At least two Parent-Teacher conferences will be established at first and third marking periods where the six week instructional objectives are interpreted to the parents. More frequent conferences should be established for those pupils for whom the center provides a total academic program.

WINSLOW TWP. PUBLIC SCHOOL

LEARNING CENTER

LEARNING SPECIALIST DAILY LOG

7:30	Breakfast - Good Morning
8:00	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	Dinner - Good Night

WINSLOW TWP. PUBLIC SCHOOLS

Learning Center

Individual Student Plans

Student's Name ____________________ Code ________________ Date ________ To _______

Teacher's Name ____________________ Grade ________________ Room No. ______________

School _____________

Student's Schedule

	9:00	9:30	10	10:30	11	11:30	12	12:30	1:00	1:30	2:00	2:30
Mon.												
Tues.												
Wed,												
Thurs.												
Fri.												

Planned Activities

Mon.								
Tues.								
Wed.								
Thurs.								
Fri.								

Actual Activities

Mon.								
Tues.								
Wed.								
Thurs.								
Fri.								

Comments: ____

____

____

LEARNING CENTER

Student Prescription

Student's Name________________________Classification____________

Grade________ Teacher's Name____________________Room No._______

Period of Objectives: From_____________To____________

Student's Strengths

Student's Weaknesses

OBJECTIVES:

Cognitive

Affective

Psycho-Motor

Materials

Techniques

Suggestions for Regular Classroom Teacher

Comments

Learning Specialist______________________________Date____________

Complete in duplicate: Project file, Regular classroom teacher

NEW PROVIDENCE PUBLIC SCHOOL

EVALUATION AND PRESCRIPTION

Name: Case Study

Date of Birth: 3-19-62

Date of Evaluation: March, 1970

Evaluated by: Psychologist, L.D.T.C., Social Worker and Psychiatrist

I. Q. 107

Grade Level upon Workshop entrance: 3rd.

Summary of Psychological Evaluation: (Details deleted in order to prevent identification of student).

Diagnosis:

Primary - Emotionally disturbed and socially maladjusted
Secondary - Neurologically impaired
Medical - Evidence of seizures and slight hearing loss
Home - Inconsistent discipline

Test Results:

1. Peabody Picture Vocabulary Test: 129 - superior range.

2. Wechsler Intelligence Scale: Verbal 111; Performance 100; full scale 107 - Upper limits of normal range.

3. Bender-Gestalt Visual Motor Test: Poor Visual Perception; fair visual retention; lack of impulse control.

4. Wepman Auditory Discrimination Test: Errors indicated a problem in the cerebral hemisphere; high frequency hearing loss.

Strengths:

1. Mental ability - evidence of bright-normal to superior intelligence
2. Creativity and imagination
3. Response to structure and discipline

4. Vocabulary and verbal ability
5. Auditory memory
6. Ability to absorb knowledge
7. Enthusiastic and motivated attitude

Weaknesses:

1. Emotionally and lack of discipline in home situation
2. Minimal brain dysfunction
3. Low tolerance for frustration
4. High frequency hearing loss
5. Fantasizes
6. Visual perception
7. Lack of impulse control
8. Coordination
9. Ability to communicate in a written form
10. Academic background - limited involvement in classroom situation

Placement recommended: Specialized school or special class for the emotionally disturbed. The child was serviced instead of in the Workshop and integrated into a regular classroom for the major part of the day. He also received weekly psychiatric therapy and medication.

Recommendation:

1. Neurological evaluation
2. A firm, structured teacher who would expect deviant behavior
3. Guidance and supervision
4. Gross and fine motor training
5. Extra supervision in large group activities

6. Parent counseling
7. Medication adjustment
8. Weekly psychiatric therapy

Materials and Methods Recommended

1. Frostig: Visual-motor and figure-ground
2. Bradley, Konicki and Leedy: Daily Sensorimotor Training Activities.
3. Weaknesses shown by Psychoeducational Inventory of Basic Learning Abilities.
    a. gross motor development - throwing a ball, marching, clapping, body localization.
    b. sensory-motor integration - directionality, handwriting.
    c. Perceptual-motor skills - visual-form discrimination, visual-motor memory, visual-motor fine muscle control, visual-motor integration.
4. Lesson plans as presented in Remediation of Learning Disabilities by Robert Valett.
5. Reading: Auditory and visual methods; enrivhment on 2-3 level.
6. Games: Scrambling and fill-ins suggested.
7. Flash card games in Probe and Rescue.
8. Math: Addison Wesley System; knows equations 0-20; 2-0 level.

V. CURRICULUM AND MATERIALS

EXAMPLE - BEHAVIOR MODIFICATION SYSTEM

MANAGEMENT SYSTEM

1. Purpose - to give the teacher a means of keeping track of the tokens and fines earned by each child.

2. Suggested System -
    - a. Make a chart with everyone's name for the room
    - b. Have a score card on each child's desk with spaces for tokens and fines.
    - c. Following each period of time for which reinforcement is given, check off the correct number of tokens on the chart for each child.
    - d. Allow each child to place the correct number of tokens on the score card on his desk.
    - e. Fines are also placed on both the class chart and score card.
    - f. At the end of the pay period the score card is turned in for goods and/or services.
        1. Score card can be matched against class chart.
        2. Score card can be checked off and allowed to be taken home as additional reinforcement.
    - g. Fines are subtracted from tokens before exchanged for goods and/or services.

3. Sample Class Chart

TED G.	Tokens	✓	✓	✓	✓									
	Fines	✓												
JANE S.	Tokens	✓	✓	✓										
	Fines	✓												
ROGER N.	Tokens	✓	✓	✓	✓	✓								
	Fines	✓	✓	✓										

4. Score Card Sample

TED G.											11/7/75				
TOKENS	✓	✓	✓	✓											
FINES	✓														

PROMOTION

1. The purpose is to move a child from one objective to another (this applies to both behavior and academic objectives)

2. Two suggested methods;

   A. Ranks - Have established ranks in the classroom, each of which have specific behavior and academic requirements. Change in rank could be reinforced by a party in the child's honor, change in seating position, integration into more regular classes, etc. A contract or score card should be issued with each rank the child is trying to get so he knows what he has to accomplish. (This is very similar to the system the Boy Scouts use to get boys to earn those little badges.)

   B. Contracts - The requirements for each contract could be made to require more appropriate behavior.

FINES

1. The purpose is to reduce inappropriate behavior through punishment.

2. Suggestions for using punishment:

   A. Negative rewards

      1. Instead of paying a child for obeying rules, give each child a specific amount of tokens each day and fine them for wrong behavior.

      2. Make token negative and give X amount of tokens for breaking rules with X tokens equaling staying after school, X tokens equaling no recess, etc.

   B. Fines

      Negative marks for inappropriate behavior which must be removed before token can be exchanged for goods and/or services.

Example Fine System

Once the baseline for the child's behavior is established he will be fined for inappropriate behaviors which the teacher would normally not expect of this child. The child is told of his fines and they are recorded. He must pay for the fines with the tokens he has earned before he can exchange tokens for goods and/or services.

Baseline Data Check List

Behavior	Number of behaviors per hour
1. Disruptive talking	
2. Disruptive noise	
3. Disruption due to leaving work station	
4. Fighting	
5. Calling out	
6. Physical disruptions	
7. Refusal to work	
8. Not working	

EXAMPLE TOKEN ECONOMY

MATERIALS

1. Check list
2. Contract
3. List of rules
4. Payment schedule
5. Promotion (change of rules &/or contract)
6. Fines (punishment optional)
7. Management System

OCEAN CITY PUBLIC SCHOOLS

LEARNING RESOURCE CENTER
INTERMEDIATE SCHOOL

To: All Professional Staff Members December 7, 1973

From: Learning Center Staff

Re: Materials in L.R.C.

The L.R.C. staff has compiled a list of all the materials which are used to teach children with special needs. These materials may be borrowed by any staff Member. Please follow these procedures if you wish to use these materials in your classroom:

1. Inform a L.R.C. teacher, who will give you an index card
2. On the index card write your name, the name and number of the item, and the date borrowed.
3. Return the index card to the L.R.C. teacher, who will file it.
4. When returning the items, give them to the L.R.C. who will check off your index card and place items on the proper shelf.

All items may be borrowed under the following conditions:

1. Materials may be borrowed for an indefinite period as long as the items borrowed are not needed in the Resource Room.
2. Workbooks are in a limited supply, therefore, please do not allow children to write in them.
3. Students are not permitted to borrow or request materials for a teacher.
4. Only teachers may examine materials on the shelves.
5. "Hardware" items may be borrowed. However Mrs. Crockford will need to plan with you the times when these can be borrowed. Normally "hardware" items are used every day in the Learning Center.

It is hoped that the materials found in the Learning Center will augment your curriculum in terms of individualizing instruction. We are now organizing a professional library of books in the area of special education. These books may also be borrowed by any professional staff member.

Gregory T. Donahue
Coordinator of Learning Resource Centers

RESOURCE ROOM
INTERMEDIATE SCHOOL

LANGUAGE ARTS - 100-200

101 Sullivan Programmed Reading - Series 1-2-3
101A Story Bokk #1
101B Story Book #2
101C Story Book #3
101D Story Book #4
101E Story Book #5
101F Story Book #6
101G Story Book #7
102 A Book Bag - Dog For Susie
103 A Book Bag - I Want To Be A Weatherman
104 A Book Bag - Mystery Of The Gate Sign
105 A Book Bag - Want To Be
106 A Book Bag - Indian Two Feet and His Horse
107 A Book Bag - Read With Me
108 A Book Bag - Gregory Gray and the Brave Beast
109 A Book Bag - Chicken Little Count To Ten
110 A Book Bag - It Could Be Worse
111 A Book Bag - True Book of the Moon Ride Rock Hunt
112 A Book Bag - How Really Great To Walk This Way
113 Controlled Reader Study Guide (Student Books)
113A Controlled Reader Filmstrip 4D Pre-Primer
113B Controlled Reader Filmstrip A1-25
113C Controlled Reader Filmstrip A 26-50
113D Controlled Reader Filmstrip B 1-25
113E Controlled Reader Filmstrip B 26-50
114 Magic Cards, Ideal - Initial - Final Consonants
115 Magic Cards, Ideal - Vowels
116 Magic Cards, Ideal - Classification - Opposites - Sequence
117 Magic Cards, Ideal - Airplane
118 Magic Cards, Ideal - Food
119 Magic Cards, Ideal - Holidays
120 Magic Cards, Ideal - Seasons
121 Magic Cards, Ideal - Transportation and Communication
122 Magic Cards, Ideal - Space
123 Peg Board - Consonant Pictures
124 Peg Board - Vowel Pictures
125 Peg Board - Classification and Opposite Pictures
126 Peg Board - Blends and Diagraphs Pictures
127 Peg Board - Rhyming Pictures
128
129 A Basal Set of Phonetic Word Drill Cards
130 Flash-X 5 (130 Note - The Flash X Series does contain some mathematical areas K-3, 7, 8)
130A Flash x - X-O Blanks (3)
130B Flash X - X-3 Basic Accuracy - Numbers (2)

LANGUAGE ARTS (Cont'd)

130C	Flash X - X-4 Basic Accuracy - Letters (2)
130D	Flash X - X-5 Sight Vocabulary Grade 1
130E	Flash X - X-6 Sight Vocabulary Grade 2
130F	Flash X - X-7 Basic Arithmetic - Addition and Subtraction (2)
130G	Flash X - X-10 Sight Vocabulary, Grade 3
130H	Flash X - X-14 Spelling Grade 4
130I	Flash X - XVI Sight Vocabulary, Level One
130J	Flash X - XV2 Sight Vocabulary, Level Two
130K	Flash X - XV3 Sight Vocabulary, Level Three
130L	Flash X - X7 Basic Arithmetic - Multiply and Divide
131	Filmstrips: Developing Techniques in Concentration
132	Filmstrips: Developing Cognitive Skills in Young Children
133	Filmstrips: Run For Your Life
134	Filmstrips: Discovering Spelling Patterns, Set No. 2
135	Filmstrips: Learning About Our Language, Set No. 3
136	Spill and Spell (2)
137	Basic Sight Vocabulary Cards - Dolch (2)
138	Flash Cards, with Pictures for Beginners
139	Flash Cards By Sight - Milton Bradley
140	Dolch Basic Word Game
141	Dolch Consonant Cards
142	Phonics Flash Cards (Small)
143	Phonics Flash Cards (Large ED-U-CARDS)
144	Dolch Group Sounding Game
145	Picture Word Matching Game - Regis Co.
146	Pictures with Matching Stories
147	Picture Word Builders
148	Consonant Lotto
149	Phonics Quizmo
150	Dolch Vowel Cards
151	Phonics Rummy
152	Vowel Lotto (2)
153	Short Vowel Sounds Cards
154	Silly Sounds - Game of Initial Consonants
155	Sea of Vowels Game
156	Stanwix: Beginning Functional Reading (Teacher)
156 A1	About King
156 B1	About Mary and Bill
156 C1	About Friends
156 D1	
156 E1	About things At Home
156 F1	About Going Away
157	Developing Functional Basic Reading (Teacher) Vol. 1
157 C2	Come Along
157A	Ready To Help
158	Developing Functional Basic Reading (Teacher) Vol. 2
158 1-2	Making Friends
158 3-2	Something To Do
159 K	World of Wonder

LANGUAGE ARTS (Cont'd)

159L	Enjoy the Seasons
159M.	Things To Believe
160AA	Something New
161	Workbooks For Stanwix Series
162A	Stanwix Word Card Set
162B	A Functional Basic Word List
163	Language Master Cards: Add and Subtract
164	Language Master Cards: Word Picture Program, Nouns
165	Language Master Phonics Program, Set #1
166	Language Master Phonics Program, Set #2
167	Language Master Word Picture Program, Set #2
168	Language Master Word Picture Program, Set #3 (Basic Concepts)
169	Readers Digest Skill Building Series
170	Peabody Language Development Kit - Level #1
171	Peabody Language Development Kit - Level #2
172	Peabody Language Development Kit - #3
173	SRA Word Games
173A	SRA Word Games (Check Tests and Keys)
174	SRA Reading Lab Ib
175	SRA Reading Lab Ic
176	Phonics We Use Learning Games Kit
177A	Programmed Reading Kit #1
177B	Programmed Reading Kit #2
178	Singer Structural Reading Series (Workbooks)
179	Reading Success Series (Score #1-6)
180	Merrill Reading Skill Text Series
181	Modern Curriculum Press - Phonics Workbooks
182	Distar Language #2
183	Conquest in Reading (Workbook)
184	Dolch Puzzle Books - 1-2
185	Jenn Publications Workbooks
186	Lyons and Carnahan - Phonics We Use
187	Literature for Listening and Reading
187A	The Big Green Thing
187B	The Monkey In The Rocket
187C	The Old Man and the Tiger
187D	The Boy, The Cat, and the Magic Fiddle
187E	Mr. Pine's Mix-Up Signs
187F	The Day Joe Went to the Supermarket
188	Classic Juniors (Illustrated)
189	Pacemeker Story Books #1
190	Pacemaker Story Books #2
191A	Pacemaker Story Books #3
191B	Pacemaker Story Books #4
192	My Little Pictionary (4)
193	Words to Read, Write and Spell (4)
194	Thorndike Dictionary (Advanced Junior) (4)
195	Thorndike Dictionary (Beginning) (10)
196	Dolch First Reading Books

LANGUAGE ARTS (Cont'd)

196A	Friendly Birds
196B	In The Woods
196C	Big, Bigger, Biggest
196D	Tommy's Pet
196E	Once There Was A Bear
196F	Once There Was A Cat
196G	Once There Was A Dog
196H	Once There Was An Elephant
196I	Once There Was A Monkey
196J	Once There Was A Rabbit
196K	Some Are Small
196L	Zoo Is Home
196M	Monkey Friends
196N	I Like Cats
196O	Dog Pals
197	Dolch Basic Books
197A	Pueblo Books
197B	Elephant Stories
197C	Wigwam Stories
197D	Folk Stories
197E	Horse Stories
197F	Irish Stories
197G	Lion and Tiger Stories
197H	More Dog Stories
197I	Bear Stories
197J	Dog Stories
197K	Navaho Stories
198	Buttons Series
A	The Buttons and the Whirlybirds
B	The Buttons at the Soap Box Derby (2)
C	The Buttons Go Camping
D	The Buttons and the Boy Scouts (2)
E	The Buttons At The Farm (4)
F	
G	The Buttons and Mr. Pete
H	The Buttons Take A Boat Ride
I	The Buttons And The Pet Parade
J	Bucky Button
K	The Buttons See Things that Go (4)
L	The Buttons and the Little League
199	Sailor Jack Series
A	Sailor Jack and the Target Ship
B	Sailor Jack Goes North
C	Sailor Jack's New Friend
D	Sailor Jack and the Ball Game
E	Sailor Jack and the Jet Place
F	Sailor Jack and the Bluebell's

LANGUAGE ARTS (Cont'd)

G	Sailor Jack and the Bluebell's Dive
H	Sailor Jack and Eddy
I	Sailor Jack
J	Sailor Jack and Homer Pots
200	Dan Frontier Series
A	
B	Dan Frontier Goes Hunting
C	Dan Fronyier and the Big Cat
D	Dan Frontier and the New House
E	Dan Frontier with the Indians
F	Dan Frontier and the Wagon Train
G	Dan Frontier Goes Exploring
H	Dan Frontier Sheriff
I	Dan Frontier Goes To Congress
201	Curriculum Motivation Series
201A	
B	The Flying Squirrels
C	The Almost Ghost
D	
E	Better Than Gold
202	Scholastic Reading Lab B-Reaching Up
203	Scholastic Reading Lab C-Reaching Higher
204	Scholastic Reading Lab D-Reaching Forward
205	Scholastic Reading Lab E-Reaching Ahead
206	Synonym Poster Cards
207	The Writing Center
208	Match Sounds - Number Cards
209	Password
210	Talking Page
A	Talking Page Pre-Primer
B	Talking Page Level A
C	Talking Page Level B
D	Talking Page Level C
211	Phonetic Word Wheel
212A	Manuscript Letters
B	Cursive Letters
213	Know Your States (Sounding Game)
214	Phono Visual Skill Builders
215	Vowel Help Cards
216A	Alphabet Collage
B	Consonant Help Cards
217	Phonic Charts
218	Link Letters (2)
219	Magic Cards - Blends - Diagraphs
220	Consonant Blend Cards
221	Sentence Builders
222	
223	

LANGUAGE ARTS (Cont'd)

224	Rhyming Path To Phonic
225	
226	
227	
228	
229	
230	

LEARNING DISABILITY MATERIALS

501A	Progressive Visual Perceptual Training Filmstrips, Level #1
501B	Progressive Visual Perceptual Training Filmstrips, Level #2
502	Ideal Weaving Mats
503A	Ideal Perceptual Development Cards, 6050
503B	Ideal Perceptual Development Cards, 6051
504	Ideal Sewing Cards (2)
505	Milton Bradley Flannel Board Body Parts
506	Ideal Stencils For Tracing
507	Ideal Kaleidoscope Puzzles
508	Directional Spatial Pattern Board Exercises
509	Coordination Skills (kimbo) Record and Instruction Manual
510	Ed. Activities Listening and Moving - Record (Relaxation)
511	Ed. Activities Listening and Moving - Body Awaremess Moven r
512	Jumping Rope
513	DLM Colored Blocks
514A	Touch Inc., Beaded Alphabet - Manuscript
514B	- Lower Case
515	Scissors
516	Frostig - MGL (Move, Grow, Learn) Activities
517	DLM Tracing Paper
518	DLM Tracing Paper Designs
519	DLM Pegboard Designs
520	DLM Pegs
521	DLM Pegboards
522	DLM Sandman's Land Tape
523	DLM Association Picture Cards II
524	DLM Motor Expressive Cards II
525	DLM Sequential Picture Cards II
526	DLM Association Picture Cards III
527	
528	DLM Rings and Pegs for Spatial Orientation and Sequencing B u
529A	DLM Memory Cards (Visual - 1-10)
529B	DLM Visual Memory Cards III
529C	DLM Visual Memory Cards IV
530	DLM Design Cards for Colored Inch Cubes
531	DLM Body Concept Template

LEARNING DISABILITY MATERIALS (Cont'd)

532 DLM People Puzzles - Black
533 DLM People Puzzles
534 Auditory Stimulator
535 Dubnoff School Program (Level 1-2-3)
536 Frostig Pictures and Patterns (Intermediate, Advanced)
537 Michigan Tracking Program
538 Playschool and Holgate Wood Puzzles
539 Fifty Vigorous Activities for the Atypical Child
540 Judy - Sequence Story Board (Flower)
541 Judy - Sequence Story Board (Goats, Gruff, Milk)
542 Perception in Space Cards - Building and House, Jack and the Beanstalk
543 Playschool Color Cubes (2)
544 Directional Math
545 The Frostg Program - Visual Perception
546 Auditory Discrimination Game
547 DLM Trays (10)
548 Instruction - Kinesthetic Alphabet Cards - Lower Case
549 Beaded Alphabet Chart
550 Letters - Tactile - Kinesthetic (2)
551 DLM Double Harded Scissors
552 Teaching Resources - Auditory Discrimination in Depth

MATH - 300-400

301 Mathfacts (Games) Level 1-5
302 We Learn To Count - Activity Kit
303 Multiplication Machines (Plastic)
304 Decimal and Percentage (13) Boards
305A Diagnostic Math Tests - Addition
305B Diagnostic Math Tests - Subtraction
305C Diagnostic Math Tests - Multiplication
305D Diagnostic Math Tests - Division
306 My Fraction Book
307 Fractions Flas Cards (Plastic Case)
308 Felt Fraction Parts
309 Fraction Discs
310 Fractional Parts For Flannel Board
311 Toy Money
312 Count Your Change Game
313 Telling Time Flash Cards
314 Self-Teaching Arithmetic Books
315 Teach-Time Clocks (13)
316 Clock Face with Moveable Hands
317 Clock Face Stamp
318 Month Bingo
319 Flash Cards - Division
320 Multiplication Flash Cards

MATH - 300-400 (Cont's)

321	Related Facts Card - Multiplication and Division
322	Flashcards - Multiplication
323	Arithmetic Flash Cards - New Math
324	Arithmetic Flash Cards
325	Quizmo - Multiplication and Division
326	Record - Let's Learn To Multiply
327	Multiplication Flash Cards (Plastic Case)
328	Multo - Arithmetic Game
329	The Magic Multiplier
330	Division Flash Cards (Plastic Case)
331	Division Flash Cards (Cardboard Box)
332	Arithmetic Flash Cards
333	__________Flash Cards Subtraction (Plastic Case)
334	Subtraction Flash Cards (Cardboard Box)
335	Arithmetic Flash Cards
336	Hammett's School Table Cards
337	Milton Bradley Related Fact Cards
338	Quizmo - Addition and Subtraction
339	Addition Flash Cards (Plastic Case)
340	Addition Flash Cards (Plastic Case)
341	Milton Bradley New Math Flash Cards
342A	Come Out Even (Fractions)
342B	Come Out Even (Fractions)
343A	Twin Choice One
B	Twin Choice Two (2)
C	Twin Choice Three (2)
D	Twin Choice Four (2)
E	Twin Choice Five (2)
F	Twin Choice Six (2)
G	Twin Choice Seven (2)
H	Twin Choice Eight (2)
344	Cubacus
345	Individualized Math - Kit - Random House
346	Developmental Math Cards (F through K)
347	Sullivan Programmed Math
348	Using Money Series
349	Money Makes Sense
350	Modern Computing Abacus
351	Number Line Tape
352	Lennes Essentials of Arithmetic Series
353	Alpha-A-Number (Foam Rubber)
354	Educational Arithmetic Game
355	Wood Abacus (3)
356	Quart and Pint Containers
357	Heads-Up Game
358	Foam Counters (3)

SOCIAL LIVING

601	Moods and Emotions Teaching Pictures
602	Understanding Ourselves and Others - Indian - American
603	Rand McNally Map Of U.S.
604	Global Flash Cards
605	AS&E Microscope (4)
606	Stop - Railroad - School Signs
607	Community Helpers
608	Telephone
609A	Everywhere We Go
609B	Seeing Ourselves
609C	The People Around Us
610	Maps Of Ocean City

Materials and Equipment

The physical organization of the classroom can affect the learning process. Individual and small group instruction is enhanced if adequate equipment and learning centers are available. Pupil programming in regard to the suggested model will, therefore, become feasible.

The following is a list of recommended equipment and materials. It is offered only as a guide. Each school district must develop its own list based upon its requirements. Included is a brief listing of professional teacher references which proved valuable in organizing a Workshop program.

Regular classroom supplies, such as paper, staples, etc., which are covered in the suggested budget (see Section IV), are not listed. Gross motor equipment is not included, as this is a part of a supplemental program, but is still considered necessary for the success of the program. For a complete list or gross motor equipment and other basic materials, such as plasticine, checkers and Dolch materials, refer to Programming Learning Disabilities by Robert Valett. Many of the materials can be made by teacher or staff inexpensively.

Materials used in the regular classroom, such as the reading and math series, were incorporated in the Workshop with individual instruction. These materials will vary within each district. Materials in the areas of spelling, social studies, and science are not listed because an attempt was made to use the regular classroom materials with adaptions in methods and presentation.

Continuous evaluation of materials and equipment with regard to appropriateness for age level and effectiveness is essential. New materials and equipment should continue to be added as they become available.

Reading and Language Arts Materials

S.R.A. Word Games
S.R.A. Phonics Survey
S.R.A. Reading Laboratory
Stern Structured Reading Materials
Reader's Digest Skill Builders
Phonics is Fun Workbooks
Phonic Game Kit
Write and See Workbooks
Phonics We Use Workbooks
Jenn Ditto Masters
Learning Letters and Numerals
Get Set Language Games
Pacemaker Classics
Target Kits (Tapes & Worksheets)
The Checkered Flag Reading Series
The Checkered Flag Audio-Visual
Deep Sea Adventure Series
The "Happenings" Series
Wild Life Adventure Series
The Morgan Boy Series
Economy Classroom Library
Grab Reading Game
Split Reading Game
Continued Language Workbooks
Continental Reading Readiness Dittoes
Language Lotto
Know Your World
Score Series
Buddy's Book of Puzzles
Read, Study and Think
Sullivan Programmed Reading Series
Poster Cards

Math Materials

Flip and Build Cards
Tapes: Beginning Experience in Number Relations
S.R.A. Drill Tape Cassettes
Learning Letters and Numeral Workbook
Flip-Flop Math Puzzles
Stern Structural Arithmetic . Program
Three-Track Arithmetic Workbooks
Multiplication Table Records
Beginning Experiences in Number Relations: Tapes
Individual Worksheets: Pacemaker Readiness Series

Math Materials (Continued)

- Flex Ed. Machines and Grids
- Numberline Desk Tapes
- Number Line Runner
- Add-A-Square
- Quizmo
- Rock-O
- Addo
- Add-A-Matic
- Heads Up
- Jumbo Dominoes
- Continental Press Math Materiai

Perceptual and Writing Skills Materials

- Tracing Tepmlates
- Michigan Tracking Materials
- "I Can Do It": Visual-Motor Coordination
- Frostig Materials
- Think-A-Dot
- Auditory Stimulator Workbook
- We Study Work Shapes
- Fitzbaugh Plus Materials
- Geometric Figure Tracing Templates
- ReMarkable Alphabet Series
- Touch A.B.C. Boards
- Sandpaper Letters
- Puzzles
- Peg Board Set
- Lego
- Shape-O-Ball

Equipment

- Listening Center With Headsets
- Tape Recorder
- Record Player
- Filmstrip Projector
- Audio Flash Card Reader & Program
- Controlled Reader & Filmstrips
- Flash-X Machine & Grids
- Primary Typewriter
- Rocking Chair
- Peabody Language Kit
- Cyclo Teacher Kit
- Slant Boards or Slant Top Desks

NEW PROVIDENCE PUBLIC SCHOOL

Suppliers of Materials and Equipment

Acadia Press Inc.

438 Adler Street
Scranton, Pa. 18505

Three-Track Program Arithmetic

Allied Educational Council

P.O. Box 78
Galien, Michigan 49113

- Fitzhugh Plus Materials
  - Shape Matching
  - Shape Completion
  - Shape analysis
  - Plus Markers

Appleton Century Crofts

440 Park Ave., South
New York, New York 10016

Language Lotto

American Educational Publications

Education Center
Columbus, Ohio 43216

- Know Your World
- Score Series
- Buddy's Book of Puzzles
- Read, Study and Think

American Guidance Service Inc.

Publishers Building
Circle Pines, Minn. 55104

- Peabody Language Kit
  - Level P.
  - Level 1

Addison Wesley

Sand Hill Road
Menlo Park, California 94025

Geometric Figures Tracing Templates

Suppliers Of Materials and Equipment (continued)

Bremmer Mutiplication Records, Inc.
Wilmette, Illinois

Multiplication Table Records

Continental Press , Inc.
Elizabethtown, Penna. 17022

Reading Readiness Dittoes
Modern Math Workbooks
Language Workbooks

Creative Teaching Press, Inc.
514 Hermosa Vista Avenue
Monterey Park, California 91754

Grab Reading Games
Split Reading Games

Dexter & Westbrook, Ltd.
958 Church Street
Baldwin, New York 11510

We Study Word Shapes

E.S.R., Inc.
34 Label Street
Montclair, N.J. 07042

Think-A-Dot

Electronic Futures, Inc.
156 Mt. Vernon Avenue
Mt. Vernon, N.Y. 10050

Audio Flashcard Reader
Headset
Blank Cards (150)
Reading Readiness Program
Phonics Program

The Economy Company
5811 West Minnesota
Indianapolis, Indiana 46241

Classroom Library

Suppliers of Materials and Equipment (continued)

Educational Developmental Labs
3145 Bordentown Avenue
Parlin, N.J. 08859

- Controlled Reader
- Filmstrip Set
- Study Guide
- Flash-X
- Flash-X Card Sets

Educational Performance Associates
563 Westview Avenue
Ridgefield, N.J. 07657

- Auditory Stimulator Workbook
- Teachers Edition

Educational Activities

Tapes: Beginning Experiences in
Number Relations

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Frostig Materials: Beginning
Intermediate
Advanced
Teachers Manual

Fearon Publishers
2165 Park Blvd.
Palo Alto, California 94306

- Pacemaker Classics
- Teachers Manual

- Math Individual Worksheets
  - Pacemaker Arithmetic Readiness Program
  - Part A and B

Suppliers of Materials and Equipment (continued)

Field Education Publications, Inc.
609 Mission Street
San Francisco, Calif. 94105

The Checkered Flag Series
Kit A and B

Target Kits (Tapes and Worksheets)
3 Kits

Checkered Flag Audio-Visual Kits
Kits A and B

Deep Sea Adventures Series
Teachers Manual

Wild Life Adventure Series
Teachers Manual

The Morgan Boy Mysteries Series
Teachers Manual

Cyclo Teacher Kit

J. L. Hammett Company
2393 Vaux Hall Road
Union, New Jersey 07083

- Puzzles (wooden)
- Poster Cards (Vowels, homonums, etc.)
- Transparency Pencils
- Acetate Sheets
- Numberline Desk Tapes
- Desktape Fractional Numberline
- Numberline Runner 0-100
- Pegboard Set
- Add-A-Square
- Quizmo
- Rock-O
- Addo
- Add-A-Matic
- Heads-Up
- Jumbo -Dominoes
- Lego

Suppliers of Materials and Equipment (continued)

Houghton Mifflin
53 W. 43rd. Street
New York, New York

Stern Structural Arithmetic Program
- Kindergarten Kit
- Starter Set 1
- Starter Set 2
- Starter Set 3
- Workbooks

Get Set Language Games

Holt, Rinehart and Winston
383 Madison Ave.,
New York, New York 10017

Learning Letters and Numerals

Instructional Media

Flip-Flop Math Puzzles
- Addition
- Subtraction

Jenn Publications
815-825 East Market Street
Louisville, Kentucky 40206

Jenn Ditto Masters

Kleeco Publishing Company
600 W. Jackson Blvd.
Chicago, Illinois 60606

ReMarkable Alphabet Series

Mafex Associates, Inc.
Box 519
Johnston, Penn. 15907

Flex-Ed Machine
Grids:
- Readiness
- 1st Grade

Suppliers of Materials and Equipment (continued)

Lyons and Carnahan Educational Division
407 East 26th Street
Chicago, Illinois 60616

- Phonic Game Kit
- Workbooks:
    - Write and See
        - Books 1-3
        - Pens
    - Phonics We Use A & B
    - Phonics We Use C & F

McGraw Hill Book Co.
Box 404
Hightstown, N.J. 08520

- Sullivan Programmed Math
    - Books 1-6
    - Teaching Skills 1-4

- Sullivan Programmed Reading Series
    - Book 1
    - Book 1A
    - Pre Reader

3M - Wollensak

- Rheem Listening Center
    - Headsets
    - Cassette Tape
    - Jack Box

Mafex Associates, Inc.
Box 519
Johnstown,Penna. 15907

- "I Can Do It" (Visual Motor Coordination)

- Michigan Tracking
    - Symbol
    - Visual
    - Word
    - Primary

Suppliers of Materials and Equipment (continued)

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

Phonics Is Fun
- Book 1
- Book 2
- Book 3

Royal
Allied Business Machines
Westfield, N.J.

Primary Typewriter

Readers Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Elementary School Builder

Random House
Singer School Division
Westminster, Md. 21157

Stern Structural Reading Series
- Books A - E and Primer
- Picture Cards (Key)
- Picture Cards (Sound)
- Picture Dictionaries
- Dominoes
- Vocabulary Development Booklets

S.R.A., Inc.
259 E. Erie Street
Chicago, Illinois 60611

S.R.A. Word Games
- Phonics Survey

S.R.A. Reading Laboratory
- Grades 1, 2, 3,
- Grades 4, 5, 6,

S.R.A. Drill Tape Cassettes
- Addition and Subtraction

WINSLOW TWP. PUBLIC SCHOOL

LEARNING CENTER

MATERIAL KEY CODE

1a. Hoffman Reading Program.
1b. Hoffman Math Program.
2. Lyons Carnihan Spelling Games.
3a. S.R.A. Reading Laboratory 1A.
3b. S.R.A. Reading Laboratory 2B.
3c. S.R.A. Reading Laboratory 1C.
4. S.R.A. Word Games.
5a. Scope Reading Program.
5b. Scope Math Program.
7. Sullivan Buchanan Reading.
8a. Peabody Kit Level 1.
8b. Peabody Kit Level 2.
8c. Peabody Kit Level 3.
9. Sesame Street.
10. Electric Company.
11a. E.F.I. Audio Flash Cards - Phonics
11b. E.F.I. Audio Flash Cards - Math.
12. Random House Reading Program.
13. Spelling and Writing Patterns.
14. Singer Random House Kit AA.
15. S.R.A. Math Involvement Kit.
16. S.R.A. Math Application Kit.
17a. Scope Program. - Primary Math.
17b. Scope Program - Intermediate Math.
17c. Scope Program - Math Facts.
18. Pacer Programs - Count Down.
19a. Cuisenaire Geoboard Activity Cards.
19b. Cuisenaire Rods Activity Cards.
20. Sullivan Programmed Math.
21. A.G.S. Guidance Kits
22a. D.L.M. - Auditory Training - Memory
22b. D.L.M. - Auditory Training - Figureground.
22c. D.L.M. - Auditory Training - Discrimination.
22d. D.L.M. - Auditory Training - Motor
22e. D.L.M. - Auditory Training - Imagery
23. Frostig Program.
24. Pacer - Sound and Stories.
25. Filmstrip.
26. Teacher Prepared Tape.
27. Movie
28. Teacher Prepared Overlays.
29. Teacher Prepared Dittos.
30. Games.
31. Tests.
32. Random House Math Program.
33. Dolch Picture Voc. Words "95".
34. Dolch Basic Voc. Words "220".

35. Phonics Workbook.
36. Following Directions,
37. Usin the Context.
38. Language Experience in Reading Level 1, 2, 3.
39. Sandpaper Writing.
40. Writing In Salt.
41. Sullivan Storybooks.
42. Addition Flashcards.
43. Subtraction Flashcards.
44. Multiplication Flashcards.
45. Division Flashcards.
46. Alphabet Island (sullivan buchanan).
47. Kott. Spelling.
48. +4 Reading Booster.

COMPANY INDEX

1. Academic Therapy Publications, 1539 Fourth St., San Rafael, Calif. 94901

2. Acadia Press, Inc., 1144 S. Main Ave., Scranton, Pa. 18504

3. Addison-Wesley Publishing Co., Inc., Box 3220, Reading, Mass. 01867

4. Alexander Graham Bell Association For the Deaf, Inc., The Volta Bureau 1537 35th Street., N.W., Washington, D.C. 20007

5. Allied Educational Council, Distribution Center, P.O. Box 78, Galien, Michigan 49113

6. Allyn and Bacon, Inc., 150 Tremont St., Boston, Mass. 02111

7. American Book Company, 55 Fifth Ave., New York, N.Y. 10003

8. American Foundation For The Blind, 15 W. 16th St., New York, N.Y. 10011

9. American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014

10. Ann Arbor Publishing Co., 610 S. Forest Ave., Ann Arbor, Michigan 48104

11. Appleton-Century-Crofts, 440 Park Ave., New York, N.Y. 10016

12. Avid Division, PM & E Electronics, Inc., P.O. Box 4263, East Providence, Rhode Island 02914

13. Barnell Loft, L.T.D., 111 S. Central Ave., Rockville Centre, N.Y. 11571

14. Behavioral Research Laboratories, P.O. Box 577, Palo Alto, Cal. 94302

14a. Bureau of Audiovisual Instruction, Univ. of Wis., 1312 W. Johnson St., Madison, Wisconsin 53715

15. Stanley Bowmar Co., Inc., 4 Broadway, Valhalla, N.Y. 10595

15a. Catholic University of America Press, Washington, D.C. 20017

16. Childcraft Education Corp., 155 E. 23rd St., New York, N.Y. 10010

17. Chronicle Guidance Publications, Inc. Moravia, N.Y. 13118

Clark--see Educational Lok-Letters

18. Concept Records, Inc., Box 524, N. Bellmore, N.Y. 11710

19. Continental Press, Elizabethtown, Pa. 17022

20. David C. Cook Publishing Co. Elgin, Illinois 60120

20a. Council for Exceptional Children, NEA, 1201 16th St., N.W.
Washington, D.C.

Crane--see Motivational Learning Programs

21. Creative Playthings, Inc., Princeton, N.J. 08540

22. A.C. Croft, Swathmore, Pa. 19081

23. Cuisenaire Company of America, 12 Church St., New Rochelle, N.Y. 10805

24. John Day Co., 200 Madison Ave., New York, N.Y. 10016

25. Denison Publishing Co., 5100 W. 82nd St., Minneapolis, Minn. 55431

26. Developmental Learning Materials, 3505 N. Ashland Ave., Chicago,
Illinois 60657

27. Dexter & Westbrook, Ltd., 111 S. Centre Ave., Rockville Centre,
N.Y. 11571

28. EDL-New Jersey, Inc., 3145 Bordentown Ave., Parlin, N.J. 08859

29. Economy Co., 5811 W. Minnesota, Indianapolis, Indiana 46241

30. Educational Activities, Box 392, Freeport, N.Y. 11520

31. Educational Developmental Laboratories, Huntington, N.Y. 11743

32. Educational Lok-Letters--Keith Clark, Inc., Union & Division Sts.,
Sidney, N.Y. 13838

33. Educational Teaching Aids Division-A. Daigger & Co. Inc., 159 W.
Kinzie St., Chicago, Illinois 60610

33a. Educational Record Sales., 157 Chambers St., N.Y.C. 10007

34. Educators Publishing Service, 75 Moulton St., Cambridge, Mass. 02138

35. Electronic Futures Inc., 57 Dodge Ave., North Haven, Conn. 06473

Area Representative: Mr. Robert Putzer, 156 Mt. Vernon Ave.,
Mt. Vernon, N.Y. 10550

36. Ever Ready--See Educational Lok-Letters

37. Eye Gate House, Inc., Jamiaca, N.Y. 11435

COMPANY INDEX (Cont'd)

37a. Expression, Co., Magnolia, Mass. 01930

38. Fearon Publishing Co., 2165 Park Blvd., Palo Alto, Cal. 94306

39. Dield Educational Publications, Inc., 609 Mission St., San Fransico, Calif. 94105

40. Field Enterprises, Educational Corp., 510 Merchandise Mart Plaza, Chicago, Illinois 60654

41. Follett Educational Corp., 1010 W. Washington Blvd., Chicago, Illinois 60607

42. Follett Publishing Co., 1018 W. Washington Blvd., Chicago, Illinois 60607

43. Ginn & Co., 125 Second Ave., Waltham, Mass. 02154

44. Globe Book Co., 175 Fifth Ave., New York, N.Y. 10016

45. Grune and Stratton, Inc., 381 Park Ave., S., New York, N.Y. 10016

46. Guidance Associates, Pleasantville, N.Y. 10570

47. J.L. Hammett Co., 2393 Vauxhall Rd., Union, N.J. 07083

48. Harcourt, Brace and World, Inc., 757 Third Ave., New York, N.Y. 10017

49. Harper - Row Publishers, El-Hi Div., 2500 Crawford Ave., Evanston, Illinois 60201

Area Representative: Mr. Walter R. Fleet, Jr., P.O. Box 116, Stanton, N.J. 08885

50. Harr Wagner Publishing Co., 609 Mission St., San Fransico, Calif. 94105

51. L.B. Herr & Son., 46-48 W. King St., Lancaster, Pa. 17604

52. Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017

Area Representative: Mr. Robert Thomas, 32 Edison Terrace, Sparta, N.J. 07871

53. Houghton Mifflin Co., 53 W. 43rd St., New York, N.Y. 10036

54. Ideal School Supply Co., 8312 S. Birkoff Ave., Chicago, Ill. 60620

55. Instructo, 11 Cedar Hollow Rd.,, Paoli, Pa. 19301

COMPANY INDEX (Cont'd)

56. Interstate Printers, 19 N. Jackson St., Danville, Illinois 61832

57. Judy Publishing Co., 310 N. Second St., Minneapolis, Minn. 55401

58. Keystone View Co., Meadville, Pa. 16335 (See also:Teaching Technology)

59. Knowledge Aid--Radiant Corp., 8220 N. Austin Ave., Morton Grove, Illinois 60053

60. Lafayette Instrument Co., N. 26th St., and By-Pass 52, Lafayette, Indiana 47904

61. Laidlow Bros., Thatcher and Madison St., River Forest, Ill. 60305

62. Lakeshore Equip[illegible] Co., P.O. Box 2116, 1144 Montague Ave., San Leandro, Calif. 94577

63. Lawson Publishing Co., 9488 Sara St., Elk Grove, Cal. 95624

64. Learning Through Seeing, Sunland, Calif. 91040

65. J.B. Lippincott Co., East Washington Square, Philadelphia , Pa. 19105

Loft-- See Barnell Loft

66. Lothrup, Lee & Shepard Co., 419 Park Ave., S., New York, N.Y. 10016

67. Lyons & Carnahan, 407 E. 25th St., Chicago, Illinois 60616

68. Mafex Associates, Inc., Box 519, Johnstown, Pa. 15907

69. Ardelle Manning Productions, P.O. Box 125, Palo Alto, Cal. 94302

70. McCormick-Mathers Publishing Co., Inc., 300 Pike St., Cincinnati, Ohio 45408

71. McGraw Hill Book Co., 330 W. 42nd St., New York, N.Y. 10036 (Also: Box 404 , Hightstown, N.J. 08520

72. Meredith--see Lyons and Carnahan, Inc.

73. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216

74. Milliken Transparencies, 611 Olive St., St. Louis, Missouri 63101

75. Motivational Learning Programs, Inc., 1909 Yardley Rd., Yardley, Pa.

COMPANY INDEX (Cont'd)

75a. National Assn. for Brain-Injured Children, 61 Lincoln St., E. Orange, N.J. 07017

76. NEA, 1201 16th St., N.W. Washington, D.C. 20036

77. N.Y. Assn. for Brain-Injured Children, 305 Broadway, New York, N.Y. 10007

77a. N.Y.C. Board of Education, Junior High School, 47 Manhattan, N.Y.C. 10003

78. Open Court Publishing Co., Box 399, LaSalle, Illinois 61301

79. Palfrey's School Supply, 7715 E. Garvey Blvd., Rosemead, Cal. 91770

80. Parent's Volunteer Assn. of Columbus State School, 1610 W. Broad St., Columbus, Ohio 43223

81. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

82. Pruett Press, 2930 Pearl St., Box 1308, Boulder, Col 80301

83. Psychological Corp., 304 East 45th St., New York, New York 10017

84. Frank E. Richards Publishing Co., Inc., 324 First St. Liverpool, New York, 13088

85. Scholastic Book Services, Inc., 904 Sylvan Ave., Engelwood, Heights, N.J. 07632

85a. School For The Deaf and Hard of Hearing, 225 E. 23rd. St., N.Y.C. 10010

86. F.A.O. Schwartz, 745 Fifth St., New York, N.Y. 10022

87. Science Research Associates, Inc., 259 E. Erie St., Chicago, Illinois 60611

88. Scott, Foresman & Co., 99 Bauer Drive, Oakland, Calif. 07436

89. Wm. R. Scott Publishing Co., Inc., 333 Avenue of the Americas, New York, N.Y. 10014

90. Special Child Publishers, 4535 Union Bay Place, N.E. Seattle, Washington 98105

100. Speech & Language Materials, Inc., P.O. Box 721, Tulsa, Okla. 74101

COMPANY INDEX (Cont'd)

100a. Stanwix House, Inc. 3020 Chartiers Ave., Pittsburg, Pa. 15204

101. R.H. Stone Products, 18279 Livernois St., Detroit, Michigan 48221

102. Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13201

103. Teachers College Press, Columbia University, 525 W. 120th St., New York, N.Y. 10027

104. Teaching Resources, 100 Boylston St., Boston, Mass. 02116

105. Teaching Technology Corp., Box 6837, Hayvenhurst Ave., Van Nuys, California 91406

106. John J. Tobler Co., 508-31st. St., Union City, N.J. 07087

107. Touch Aids, C. & E. Krueger, 1790 S. Juniper St., Escondido, Cal. 92025

108. U.S. History Society, 1300 Jackson Blvd., Chicago, Illinois 60607

109. University Publishing Co., 2101 Central St., Kansas City, Mo. 64108

Area Representative: Mr. Charles Herman, East Fayson Lake., Butler, N.J. 07405

110. Visual Needs, Inc., 135 State St., Rochester, N.Y. 14614

110a. Volta Bureau, 1537 35th St., Washington, D.C. 20007

111. George Wahr Publishing Co., 316 S. State St., Ann Arbor, N.W. Michigan 48108

112. Watts Publishing Co., 575 Lexington Ave., New York, N.Y. 10022

Webster--see Mc Graw--Hill Book Co.

113. Western Psychological Service, 12031 Wilshire Blvd., Los Angeles, California 90025

114. Albert Whitman & Co., 560 W. Lake St., Chicago, Illinois 60606

115. Williams & Wilkins Co., 428 E. Preston St., Baltimore, Md. 21202

116. John Wiley & Sons Inc., 1 Wiley Drive., Somerset, N.J. 08873

117. Winter Haven Lions Research Foundation, Inc., Box 1045, Winter Haven, Florida 33880

VI. PROGRAM EVALUATION

EXAMPLE - PROGRAM EVALUATION

MAINSTREAMING PROGRAM EVALUATION
DOWNE TOWNSHIP - NEWPORT SCHOOL

Please respond to these items. Check the appropriate column.
Do not put your name on this paper.

From the teacher's viewpoint, was there provided:	Above average	Average	Below average	Can't evaluate
an overview of the program				
channels of communication after a child was mainstreamed				
results from psychological testing of a mainstreamed child				
information regarding appropriate use of activities or suggestions to work with a mainstreamed child				
reference materials needed to work with a mainstreamed child				
information on progress or regression of a mainstreamed child				
information on working with the mainstreaming aide placed in a regular classroom				
TRAINING that helped teachers recognize behavior problems of mainstreamed children				
a procedure whereby "regular" teachers were involved and considered in the placement of mainstreamed children				
training that made you feel ready to receive a mainstreamed child				

DO YOU FEEL THAT THIS PROGRAM HAS:	Above average	average	Below average	Can't evaluate
created greater tolerance for children with learning problems by other children in the regular classroom	____	____	____	____
created greater tolerance by you as a teacher to former "special education" children	____	____	____	____
provided a secure and accepting atmosphere	____	____	____	____
established a program suited to each child's interest	____	____	____	____
provided success oriented prescriptions or activities for mainstreamed children	____	____	____	____
increased the involvement of mainstreamed children's parents	____	____	____	____
lessened the "learning" problem of the mainstreamed children	____	____	____	____
increased the social skills of the mainstreamed child	____	____	____	____
increased the self concept of the mainstreamed child	____	____	____	____
provided immediate help when needed from the supershop because of a "disturbance" by a mainstreamed child	____	____	____	____
created an atmosphere that increases the positive behavior of "regular" students	____	____	____	____
created an atmosphere that increased the academic progress of regular students	____	____	____	____
considered the ability of the teacher to cope with mainstreaming before the placement of a child	____	____	____	____

DO YOU FEEL THAT THIS PROGRAM HAS: (Continued)	Above average	average	Below average	Can't evaluate
In general, my acceptance of the program is	______	______	______	______
TOTAL	______	______	______	______

CHECK THE FOLLOWING BEHAVIORS OF MAINSTREAMED CHILDREN THAT SEEM TO CAUSE DISCOMFITURE AND A FEELING OF INADEQUACY WHEN YOU WORK WITH THEM.

Very tense ______

Untruthful ______

Refusal to socialize ______

Short memory ______

Low language development ______

Short attention span ______

Poor study habits ______

Interrupts constantly ______

Lacks self control ______

Can't follow direction ______

Hyperactive ______

Easily frustrated ______

Disruptive noise ______

Overly talkative ______

Expresses hostility ______

Aggressiveness ______

EXAMPLE - PROTOTYPE EVALUATION

GOAL

The stated goals of the Learning Center or Resource Room focus on the elimination of the isolation of students who are classified as educable mentally retarded (EMR), perceptually impaired (PI), neurologically impaired (NI), and emotionally disturbed (ED), include students classified as EMR.

1. BEHAVIOR PROBLEMS - Within each classification category seventy-five per cent of the students will show improvement in behavior in the classroom and in the Learning Center or Resource Room by the end of the year.
2. SELF-CONCEPT - Within each classification category seventy five per cent of the students will exhibit an acceptable self-concept by the end of the year.
3. SOCIAL ACCEPTANCE - Within each classification category there will be no signification differences between classified and non classified students in social acceptance by their peers by the end of the year.
4. ACADEMIC SUCCESS - Within each classification category seventy five of the students will successfully function academically within one grade level of mental age expectancy by the end of the year.

BEHAVIOR PROBLEMS

The Behavior Problem Checklist developed by Herbert Quay, PhD (See Appendix I for the checklist and manual) will be used to measure behavioral deviance. The items of the checklist are easily observable and satisfactory ratings have been obtained from parents, teachers, correctional personnel, psychiatric aides and nurses and clinical professionals.

The problem behavior dimensions measured by the Checklist are those of conduct disorder (psychopathy, unsocialized aggression), personality disorder (neuroticism, anxious-withdrawn), inadequacy-immaturity, and subsultural (socialized - delinquency.)

Only the conduct disorder dimension (17 items) will be used for purposes of this goal. The checklist should be completed for all project students by both the regular classroom teacher and the Learning Center or Resource Room teacher during late September or the first week in October. The checklist should be completed again by the same personnel during the month of May or whenever the student leaves or is released from the Learning Center or Resource Room.

Improvement in behavior means a decrease in score from the beginning of the year to the end of the year. Improvement in behavior in the classroom will be determined by the rating of the classroom teacher and improvement in behavior in the Learning Center or Resource Room by the rating of the teacher in that setting.

A simple tally of the number of students showing improvement in behavior in the regular classroom and in the Learning Center or Resource Room will be used to determine success in meeting this goal.

SELF-CONCEPT

Acceptable self-concept means that the score on the self-concept instrument for a project student is within one standard deviation of the mean for students who are not classified for special education.

The instrument for measuring self-concept is the IOZ Self-Concept Inventory which comes in two forms: Primary form for use in Kindergarten through grade three and an Intermediate form for use in grades four through six.

The IOZ Self-Concept Inventory will be administered during the month of September to all classified students in the Learning Center or Resource Room and to all other students in at least two regular classrooms per grade level. The inventory will again be administered during the month of May.

The data from the September administration should be tabulated and summarized (means and standard deviations) for each of the classified groups, the classified students combined, and all unclassified students. This establishes the base line for the beginning of implementation of the Learning Center or Resource Room. The data from the May administration should be analyzed in the same manner. In this case the number of project students (in each group) meeting the goal, within one standard deviation of the mean of the unclassified students, must be determined.

SOCIAL ACCEPTANCE

Social acceptance means the number of times a student is chosen by his peers within his classroom on a sociogram. A two question sociogram will be used in which the student is required to list three students with whom he/she would like to play and whom he/she wants to work in their academic subjects. The instrument allows for choice of any student within the classroom. The score for each student is determined by the number of times he/she is chosen by his peers. This instrument will be administered to all classified students and their peers in at least two classrooms, per grade level during the month of May.

When a sufficiently large sample is obtained (expected cell frequencies at least 5) a Chi Square procedure will be used to compare classified and unclassified students. If the sample is too small, the number of "isolates" (number of students with a score of "o") for project and unclassified will be compared.

ACCADEMIC SUCCESS

The WISC will be administered to all classified students during October to insure the most accurate estimate of mental age and IQ. Successful academic growth will be measured by scores obtained on the Peabody Individual Achievement Test (PIAT). This test will be administered to all classified students during the month of May. Successful academic growth is defined by a score within one academic year of the mental age expectancy of each child.

STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION
225 West State Street
P.O. Box 2019
Trenton, New Jersey 08625

RESOURCE ROOM OBSERVATION FORM

______	______	______
County	District	Date

______	______
School	Address

______	______	______
Teacher	Principal	Observer

What is the total number of children served currently? ______
What is the largest number of children present at one time? ______
What is the total of classified children served currently? ______
What are the classification of the handicapped children? ______,
______, ______, ______, ______, ______, ______.

What is the age of the youngest child?	______ YEARS	______ MONTHS
oldest?	______ YEARS	______ MONTHS

What certification does the teacher hold? ______
How many years teaching experience does the teacher have? ______
In what areas is this teaching experience? ______
How many salaried aides are assigned to this program? ______
Are there any volunteer aides assigned to the resource room? ______
How many hours a day is the aide in the resource room? ______

What is the greatest amount of time a child spends in the resource room during one day? ______
What is the least amount of time a child spends in the resource room during one day? ______
What is the greatest number of times any child comes to the resource room in one day? ______

Is the resource room located in a standard sized classroom? ______
Who supervises the resource room program? ______
How many times per week does a member of the child study team visit the class ______, who ______?
Other than classroom visits, how often does a member of the child study team have a conference with the resource room teacher? ______

Is the individualized educational plan for each child available in the building in which the resource room is located? ________

Is the individualized educational plan on file in a central location ____________________, where ____?

Does the teacher make her own anecdotal records of the child's progress? ________

In what other way is the progress of the child recorded? ____________________________________
____

Did the resource room teacher participate in the initial designing of the overall resource room program? ________

What orientation is provided for the regular class teacher who will have a child using the resource room? ____________________________________

What orientation is provided for the parents of a child who will be using the resource room? ____________________________________

How often are parent-teacher conferences scheduled? ____________________________

How is it decided to place a handicapped child in the resource room and not some other type of special education program? ____________________________

Observer's general impression of the overall quality of the program?

VII. CASE STUDIES

MAINSTREAMING:

CASE STUDY - TUCSON, ARIZONA

(Abstracted from Mainstreaming: Educable Mentally Retarded Children in Regular Classes
by Jack W. Birch)

In 1970, Tucson listed 20 self-contained classes for EMR pupils in elementary schools. In 1973, only three such classes were still in existence, yet many more pupils were being provided special education than ever before.

The mainstreaming movement, in Tucson, began when questions were raised as to the disproportionate numbers of Blacks, Mexican-Americans, and Indians enrolled in special education self-contained classes.

Initially elementary school teachers of EMR classes found ways to merge their more able students with regular classes for parts of the day. More formal moves toward mainstreaming began in 1969 with inservice meetings to prepare regular teachers and special evaluation teachers for the coming changes.

In 1970, the Board of Education approved two key concepts. First, the reorganization of special education and renamed it Adaptive Education. Secondly, the programming of EMR children into regular classrooms with special teachers organizing and implementing individual remedial services on a daily basis.

The following organizational patterns emerged:

1) A small number of elementary and secondary self-contained classes.

2) The setting up of resource rooms operated by special education teachers.

Approximately 95 percent of EMR pupils in the elementary grades, 75 percent of pupils in the Junior High grades and 25 percent of the pupils in the Senior High grades have been mainstreamed for two-thirds or more of the school day.

Regular class teachers began to foster mainstreaming as a means of servicing children not previously recommended for special class placement, but who were having learning difficulties. They saw this as a means of bringing together the expertise of the regular and special education staff in order to service all children.

The formal initiation of mainstreaming began in the Spring of 1972. Parents of EMR children received a letter explaining the program. At the same time, the aid of regular classroom teachers was enlisted; State Department of Education coordination was affected; special education teachers were prepared for the role changes that were to come; and the aid of building principals was obtained.

Regular classroom teachers were interviewed on a person-to-person basis in regards to their reaction toward the inclusion of EMR children in their classrooms. Reactions ranged from outright rejection to total acceptance. The responses received were used in order to develop inservice programs on mainstreaming.

A formal statement of the goals and objectives of the Tucson mainstreaming program was sent to the State Department of Education.

Efforts to implement the mainstreaming program were focused on the elementary levels first, then the Junior High level, and lastly the Senior High level. Continuous communication was developed between the supervisor of the Adaptive Education and administrators at all levels throughout the school system.

Close contact was kept with parents, by personal conferences and letters, was a salient characteristic of Tucsons mainstreaming efforts.

Cost comparison studies were made between the self-contained program and the mainstreaming program. As far as could be determined there was no important difference between the cost of educating EMR pupils in the older self-contained classes and in the integrated program. Nor was there any difference in State reimbursements.

MAINSTREAMING

CASE STUDY - RICHARDSON, TEXAS

(Abstracted from Mainstreaming: Educable Mentally Retarded
Children in Regular Classes by Jack Birch)

In 1968-69, the Richardson School District initiated an integrative process and decentralization as the means by which they are bringing special education as needed to EMR pupils who are dispersed among all the other pupils in the district.

Initial problems arose from the traditional view of special education held by the school principals as well as many of the district's staff. A segregated non-responsible attitude prevailed. A turn around in attitude was accomplished by the literal decentralization of special education thereby placing the control of resources, responsibility and authority for all pupils handicapped or not, on the principal.

The idea of trying integration came originally from the professional special education staff mainly due to the inflexibility of the all or none placement practices.

For the purpose of programming, each school has an Admissions, Review, and Dismissal Committee (ARD) consisting of no fewer than three persons. The Principal chairs the committee comprised of the referring and/or receiving regular class and special education teachers, counselors, diagnostician, psychologist etc., and parent of the child to be programmed.

Normally, the ARD Committee meets three times on each new child: First to hear and discuss the referral; second to review the professional diagnostic findings; and third to make decisions on placement and long-range plans.

Central office staff (psychologist, social workers, and other specialists) are available to assist the local ARD Committee, however the basic operation of special education is at the local level. Generally, appraisals of children and the development of educational plans are carried out by teachers and educational diagnosticians.

During the first year, an EMR pupil is being integrated. His status and progress is reviewed every two weeks by the ARD Committee.

In implementing the Integrative Process, Richardson employed a "stair-stepping" or gradual integration approach. Four basic instructional arrangements are available for programming the handicapped pupils. The four arrangements are:

(1) Self-contained-special education teacher has total responsibility.

(2) Integrated Program - special education teacher has the responsibiiity but the child is integrated into the mainstream.

(3) Resource Room - regular class teacher has the responsibility and the child is involved with special education resources supplied by the special education teacher.

(4) Helping Teacher - regular classroom teacher is responsible and the special education teacher assists or teams with the regular classroom teacher.

Resistance to the concept and new organization existed. Parents were initially somewhat negative towards mainstreaming fearing that their past experiences when their children were in regular classes would be renewed. To satisfy parent concerns, a series of five meetings was held with parents during the Spring.

Approximately one-fourth of the special education teachers were reluctant to yield their autonomy for a change with unknown consequences.

Regular classroom teachers were generally more willing to try mainstreaming.

Teachers and parents expressing reluctance were not pressured and the program was initiated on a voluntary basis.

To achieve effective integration, Richardson concurrently mainstreamed its administrators through a reorganization of their administrative structure. The parallel structure in the central office was dissolved by a reorganization of responsibilities, i.e. the Director of Special Education was made Director of Instructural Services and shared integration responsibilities with the Director of Curriculum.

Inservice related to integrated was accommodated through a five-year contract for an Instructional Leadership Institute with a major University. During the first year, three weeks of inservice for professional personnel focused on the organization and function of the ARD Committee. Inservice meetings are conducted each summer involving all schools and on a monthly basis in specific schools.

At the end of the 1972-73 school year, 90% of the EMR students were integrated at least 50% of each day with many being integrated at least 80% of each day.

MAINSTREAMING:

CASE STUDY-TACOMA, WASHINGTON

(Abstracted from Mainstreaming: Educable Mentally Retarded Children in Regular Classes by
Jack W. Birch)

The movement towards mainstreaming started in 1958 as decentralization and progressive inclusion. Handicapped pupils have ongoing interactions with their non-handicapped age peers during the elementary and secondary school years.... education together rather than apart is the standard practice.

Progressive inclusion started with the idea that children needing special education should be scheduled into regular classes whenever a regular classroom teacher could supply instruction equivalent to or better than that in the special classes. The concept of progressive inclusion sets no fixed amount of time in regular classes for any exceptional children; that was to be individualized. It could change from day to day, depending on the child's needs and the teacher's capabilities.

At first, EMR children were sent from special classes to regular classes. Now the main tendency is for EMR pupils to enter school in regular classes and to continue from there. The regular class teacher accepts responsibility for the handicapped child knowing that help can be obtained from the special education teacher and other school system resources. The regular classroom teacher and special education teacher determine how much time each pupil needs for instruction from the special education teacher.

In 1973, 75% of Tacoma's 1400 identified EMR students started the school day in roll rooms with other pupils. Approximately 50% of the EMR pupils spend most of the day in the regular classes, 35%-40% spend less than half the day in regular classes and 10 to 15% are taught entirely by the special class teacher.

Flexible interaction between regular and special education is a central factor. The Division of Pupil Personnel Services keeps overall responsibility for defining pupil needs in a general sense but principals, teachers, counselors, parents and the pupils themselves have broad discretion in adapting local school activities to each EMR pupil's requirement.

The Washington State Department Program Standards regard as self-contained, those pupils who spend three or more hours with the special education teacher. Those pupils who spend less than two hours per day with special education teachers are viewed as being in a resource room plan.

Part of the State regulation, and Tacoma's plan of organization for instruction do not mesh. The regulations speak of programs exclusively for handicapped pupils, however, Tacoma's plan includes non-handicapped children in the resource room. The regulations establish specific numbers of handicapped per teacher, however, Tacoma's program needs the freedom to go over or under those figures.

In the preparation of teachers, Tacoma implemented an inservice Micro-College in which ten (10) class hours equaled one professional credit. The professors were volunteers from the Tacoma professional teaching staff. Mini-courses were additionally conducted with special education teachers to enable them to effectively provide technical assistance to the regular classroom teacher.

Not all teachers accepted progressive inclusion immediately. Some do not now. However, currently effective management of EMR pupils in homerooms and regular classes is the rule rather than the exception. Regular classroom teachers ask for and receive technical assistance from the special education teacher. The regular classroom teachers seldom suggest the EMR children be removed completely from their room. The flow of pupils between regular and special education teachers is in both directions.

In staffing the program, Tacoma's special education teachers made a point of employing persons from the Mainstream as supervisors and program coordinators. Deliberate cross breeding demonstrated their commitment to blending special and regular education.

MAINSTREAMING:

CASE STUDY - LOUISVILLE, KENTUCKY

(Abstracted from Mainstreaming: Educable Mentally Retarded
Children in Regular Classes
by Jack W. Birch)

Louisville, Kentucky began mainstreaming in 1971 on an informal basis through the efforts of three special education teachers in three separate buildings and their building principals and colleagues.

The impetus for city-wide mainstreaming of EMR children came from the special education director and his staff. The authority to conduct an integrated special education program came from the State education department in 1972.

The organization pattern for instruction was set up in the following manner:

1. Self-contained classes
2. Resource Room
3. Itinerant teaching
4. Combination plan (mixture of 1-3)

The present mainstreaming plan was introduced on the occasion of a school system-wide inservice training day in 1971. After the inservice day, supervisors worked with special education teachers who indicated an interest in the program. Consultations were on a one-to-one basis. Once the supervisor and special education teacher reached agreement on the need and desirability of mainstreaming for certain students, they then discussed the matter with the building principal and regular classroom teachers. All parties were then made full partners with the building principal as coordinator.

The leaders of the mainstreaming program hope that the placement of a variety of mainstreaming models scattered throughout the city might provide a basis for city-wide mainstreaming programs.

The mainstreaming program was discussed with prospective special education teachers during the recruitment process. This was done in order that new special education teachers who could adapt to a city-wide mainstreaming program might be hired.

Deliberate efforts were made to avoid the imposing of mainstreaming on individual school buildings. Every attempt was made to seek cooperation.

In 1972-73, it became necessary for parents to sign agreements for special education placements before they could be made by the principal. The administration questions whether they have had sufficient parent involvement in the planning of mainstreaming.

Louisville schools recognize that mainstreaming is not for all students. Therefore, some self-contained class shall exist.

The school system saw little increase in cost per pupil over self-contained classes. Instructional evaluation of the mainstreaming program has yet to be made.

MAINSTREAMING

CASE STUDY - PLANO, TEXAS

(Abstracted from Mainstreaming: Educable Mentally Retarded Children in Regular Classes by:
Jack W. Birch)

The move to integrate special and regular education, sponsored by the State Education Agency found Plano a willing participant.

The first substantial step toward mainstreaming came shortly after the institution of special education for children with minimal brain injury. The instructional organization developed, allowed these children to remain in regular classes and receive supplemental instruction in resource rooms. The success of this program and the system team teaching approach prompted the integration of EMR pupils. The previously self-contained pupils and special education teachers were moved into the team teaching program. Individualized instruction was provided by the special education teacher whenever necessary. Currently, in all elementary schools, special education teachers are regular members of teams which often cover two or more grades.

A limited number of self-contained programs have been maintained to accommodate children unable to be mainstreamed.

Labeling has almost been eliminated in preference for functioning levels.

Initial parent reaction to mainstreaming was positive of two distinct kinds - either enthusiasm or compliance. Parents of handicapped children meet monthly with teachers. Parents are welcomed as volunteers to work with their children when advisable.

Plans make special use of a "lead teacher," for each school, who consults with the referring teacher and performs psycho-educational testing. Each lead teacher spends approximately one-half of her time in direct teaching. The educational diagnostician and the lead teacher cooperatively prepare educational plans for the pupil. The educational diagnostician also serves as a resource person to the teachers in approximately three schools.

Early identification is achieved through the operation of preschool programs.

Pupil-teacher ratio is achieved within the context of the local school. Decisions are made within the teaching teams. Special education teachers serve both handicapped and non-handicapped.

Inservice is accomplished by providing twelve (12) credit hours of professional course work each year.

Integration impetus came first in the elementary school and was then applied to the junior and senior high schools. Resource rooms have been established as well as special education teachers working with regular teachers in their classroom.

VIII. GENERAL AND MISCELLANEOUS

EXAMPLE - ISSUES IN MAINSTREAMING

THE TRAGEDY OF EITHER/OR

Cecil F. Miller, ACSW, Ed. D.
Associate Professor, Glassboro State College
Glassboro, New Jersey

An objective observation, of the present controversies abundant in special educational programs for the emotionally handicapped and the educable mentally retarded, would tend to convey such dichotomies of thought as to impress the observer with the feelings that the educational scene is populated by villians and heroes.

This posture of hero versus anti-hero would appear to be a response to the frustrations of both society and education, related to the efficacy of special education programs in these two very sensitive areas. For the protagonists of segregated classroom programs in either of these two handicap areas, the contention is presented that, regardless of academic achievement seen in the pupils in these programs, other kinds of things occur which lend credence to the need and positive effects of such segregated classrooms.

The antagonists respond that academic achievement is less in such programs than with similar types of children in regular grades and that the social stigmatization of being labeled as emotionally and/or intellectually deficit is a contributing factor to the maladjustment seen in children.

It is evident that the proponents of either contention are able to supply ample amounts of research to verify the validity of their positions. Lloyd Dunn (68), proposed that the segregated classroom programs for the educable mentally retarded were, in fact, a device of large urban area school districts to segregate the children of minority groups and separate them from the mainstream of education. The rationale used to give credence to this form of behavior on the part of these school systems was:

1. The children were educationally retarded
2. The children tested on standardized tests revealed I.Q.'s which were considered to be in the mildly retarded range.
3. That teacher tolerance for any deviance in behavior and/or learning was influenced negatively if the child was a member of a sterotyped low status group.

Further substantiation of standardized test use discriminating against minority group children was presented by Ross, Deyoung and Cohen (71), in their description of legal decisions in cases which led the courts to invalidate the use of specific testing areas as a criterion for placement of such children in segregated special education classes.

The contention of the courts in decisions which favored minority group children were: (1) that the intellectual ability and potential of such children were not adequately assessed by standardized test; and (2) that such tests had a built in bias which favored children from the dominant groups and discriminated against children from minority groups.

In contrast, Vacc (68), indicated a significant positive effect on both the academic growth and the positive direction, in terms of behavior, of children who were placed in special education classes for the emotionally disturbed. Rubin, Simson and Betwee (66) indicated they felt something positive was occuring to children because of their special education placement, but were unable to reduce their feelings to specific data and therefore could not produce imperical evidence for their conclusions. Therefore, the claims and counter claims of the antagonists and protagonists ought to be viewed from the perspective of objective judgment and evaluation of the benefit to children from the various educational models which are used for exceptional children.

The traditional model of the segregated classroom has been viewed in negative ways, due to the numbers of children who are seen as "not learning" in these classes. Thus, in essence, the tendency of the critics of this approach has been to "throw the baby out with bath water."

One thought ought to be considered before finalizing the funeral arrangements for the special education segregated classrooms. That thought relates to whether or not the traditional expectations of educational programs were served by the segregated classrooms. If the historical view toward such programs can be assessed as holding places for slow or disturbed youngsters until they were old enough to leave school, then it is quite obvious that such programs did an admirable job in meeting the goals set for them.

The basic issue that one might relate to is not the failure of the segregated classroom, but the cultural lag of the educational institution in its failure to respond to the changing needs of a dynamic society. Thus, one may define the situation as an unknown variable in terms of the potential of segregated classroom as opposed to minimal traditional expectations of the segregated classrooms.

It would be an exercise in futility to suggest that other models of educational programs should not be viewed as positive approached to aiding children with special needs. However, the overriding consideration ought to provide for programs which fit the needs of the children, as opposed to those programs which serve the needs of the educational institution by limiting the child's choice to a single approach which constitutes an either take this program or take nothing. The tragedy is spelled out when the approach, however positive its intent, cannot meet the needs of a specific child.

The examples which illuminate the writer's viewpoint could continue for a considerable length of time and for a considerable number of illustrations. However, the point ought to be made that "different folks need different strokes."

The situation may then be observed to be that of conflict between members of the same profession who have dedicated their efforts in different directions, and whose opposing viewpoints create sparks of anger and discontent as each claims to have discovered the true path. What is the true path? This question ought to be considered by those who are dedicated to serving the needs of children.

For this writer, Matthew Trippe (63), spelled out a direction which is difficult to reject when he wrote, "For disturbed children, the goals of special education are to eliminate the disability to affect changes in the child and his behavior." The purpose of Trippe's comment is, of course, to provide for the return of the child to the mainstream of education. The same goal may be valid for many of the children who are classified as educable mentally retarded. Schools should view their programs as ones which will encourage growth and the utilization of the child's potential so that he may return to the mainstream of education with an opportunity for successful performance in the regular grades.

It would appear rational to believe that special educators should attempt to see others viewpoints. An attempt to merge their efforts should be made to provide the best possible programs for the rendering of educational service to children.

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October 19, 1973

Dear Colleague,

Many districts have initiated resource room programs for special education students. Other districts are interested in determining the feasibility to do so. Additionally, many districts with resource programs are interested in reviewing their programs in respect to management, organization and effectiveness.

The purpose of the enclosed survey is to establish a data base from which we can begin to share program ideas. The information received will be compiled by EIC for dissemination upon request. In this respect, I would sincerely appreciate your taking time to complete the enclosed survey.

Please return the completed form to: Art Rainear, EIC, Box 426, Pitman, N.J. 08071. I am

In your service,

Arthur D. Rainear
Supervisor of Special Education

ADR/vb
Encl.

Special Education

Resource Room Programs

District ____________________________

School ____________________________

Address ____________________________

I. **Student Population:**

Types of students served ____________________________

____

____

____

Grade levels served ____________________________

Number of students served ______________

II. **Staffing Pattern:**

Number of teachers ______________

Areas of Certification ____________________________

____

____

Number of Aides ______________

Type of Aides ____________________________

____

____

Auxillary Personnel ____________________________

____

____

Organizational structure ______________________________

____

____

____

III. Program:

Number of years in operation ____________

Referral process ______________________________

____

____

Subject areas taught ______________________________

____

Nature of program ______________________________

____

____

____

____

Strength of program ______________________________

____

____

____

Program Evaluation results ______________________________

____

____

____

____

Other Comments ______________________________

____

____

____

IV. Resource Information:

Products developed (i.e. curriculum, record forms, etc.)

______________________ Available __________

______________________ Available __________

______________________ Available __________

______________________ Available __________

Visitors accepted Yes ______ No ______

Contact Person:

Name: ______________________

Position: ______________________

Address ______________________

____

Telephone: ______________________